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ABSTRACT

This report from the WisKids Count project, instead of being the usual annual data book about an array of issues affecting children, is a collection of essays that take a critical look at the practice of standardized testing and the status of testing in Wisconsin. In the 2002-2001 school year, more than 250,000 Wisconsin children in public schools will take a standardized test. Advocates believe that testing can provide answers about how schools are doing; critics think that test results will be used to advance specific social agendas. The essays are: (1) "Wisconsin's Model Academic Standards, the Wisconsin Student Assessment System" (Elizabeth Burmaster); (2) "Alternatives to Standardized Testing—That Work!" (Bob Peterson); (3) "There Is No Standard for Testing Children with Disabilities" (Jeffrey Spitzer-Resnick); (4) "Let Them Eat Tests" (Stan Karp); and (5) "WEAC's Position on Standardized Achievement Testing" (Russ Allen). The report also contains tables of selected school data by school district and by county. (SLD)

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ED 471 080

A WISKIDS COUNT SPECIAL REPORT ◦ 2002

STANDARDIZED TESTING

ONE SIZE FITS ALL?

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STANDARDIZED TESTING
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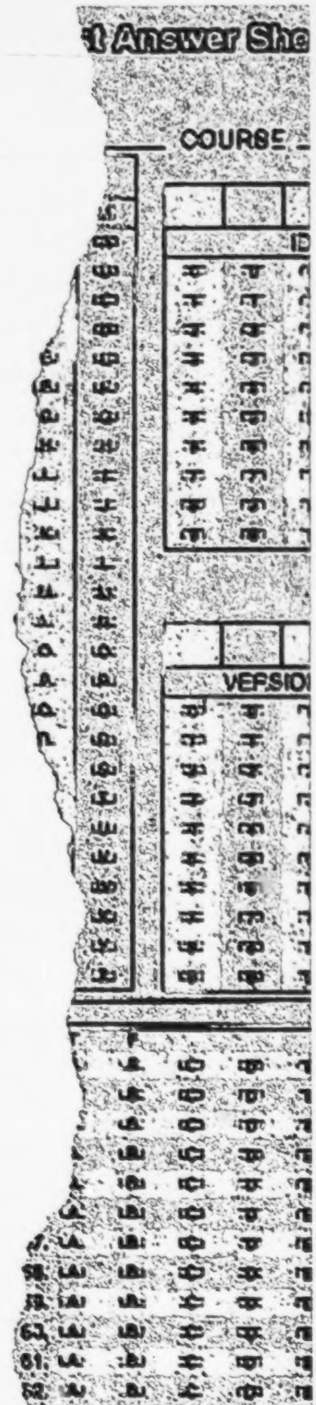

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Introduction

Is my child learning as well as children in another district or state? How does her school stack up gainst the others? How about the school district? Is it doing a good job? How effective are my child's eachers? Can these and many other similar questions be answered through looking t test scores? In the coming school year well over 250,000 Wisconsin children in ublic schools will sit for a standardized test. Advocates believe that testing can rovide some answers about how schools are doing while many critics fear that the esults will only provide fodder for those with specific social agendas.

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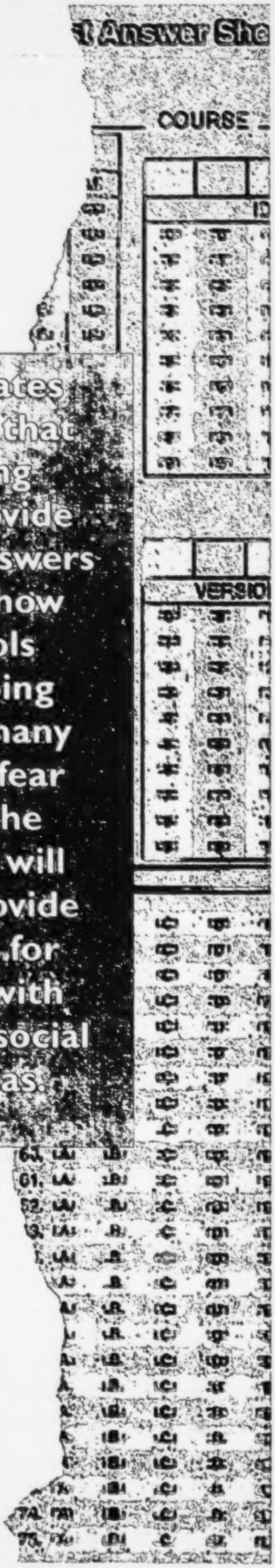
n his presidential campaign, George W. Bush successfully convinced many that the ederal government can promote school reform through a series of standardized xams that include consequences for failure to meet certain standards. Last Winter ongress passed the "No Child Left Behind Act" which among other things will equire a great deal more standardized testing. U.S. Secretary of Education, Rod aige proclaimed that "This historic law offers all of us the promise of stronger ccountability for results, more flexibility and local control, expanded options for arents and an emphasis on teaching methods that have been proven to work."

lore tests will be expensive. Many Wisconsin school districts are already strapped or cash due to fiscal caps imposed by the state. In some districts, music, art and xtra curricular activities are already on the chopping block. Will increased eliance on testing as a measure of success put more financial pressure on schools nd draw attention away from the real causes of failing schools? We also need to sk – when will the private schools in the Milwaukee School Choice Program be equired to participate in these testing programs?



his year, rather than publishing our annual data book covering a broad array of issues affecting hildren, we have chosen to focus on several areas of child well-being in Wisconsin. This report is the econd in this series. The first, *Affordable Housing, a Crisis for Wisconsin Families* was released in lay. Two volumes to be released later this fall will highlight issues related to children's mental health nd children and gun violence.

tandardized Testing. One Size Fits All? is a collection of essays which take a critical look at the ractice of standardized testing as well as the status of testing in Wisconsin. The Wisconsin Council n Children and Families is fortunate to have five writers contribute their thoughts on testing based on their years of experience and expertise in the field.

In our first essay, State Superintendent Elizabeth Burmaster lays out the current practice of testing in Wisconsin. Her work gives readers context for the following critical essays on the use of standardized testing. In this state, children in public schools are tested at grades 3, 4, 8, and 10 with a new graduation test on the horizon. These tests are based on a set of standards established by the state in the areas of reading, language arts, math, science and social studies. Ms. Burmaster points out that Wisconsin has standards for other academic subjects as well (however, they are not tested in standardized exams).

In "*Alternatives to Standardized Testing – That Work!,*" author Bob Peterson, a Milwaukee teacher, challenges the prevailing notion that standardized testing is the best method for evaluation. His essay lays out alternative assessments for determining the performance of both students and schools. Mr. Peterson challenges the reader to think outside the "statistical box" of testing as a measure of success. Portfolio based assessment, performance exams, proficiency exit standards, student exhibitions and school quality review teams are all examples of alternatives to traditional testing that may actually lead to improved teaching and learning.

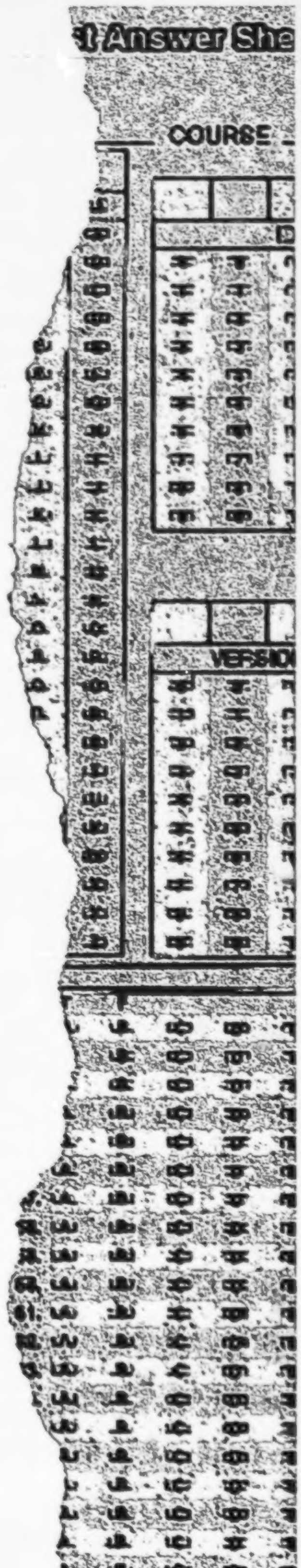
While some schools and districts may benefit from the increase in attention, on balance, this new swing to the right in federal education policy is likely to be detrimental to any meaningful reform.

The third essay, by Jeff Spitzer-Resnick, an attorney with the Wisconsin Coalition for Advocacy, "*There is No Standard for Testing Children with Disabilities,*" discusses th under-representation of children with disabilities in the pool of public school children tested in Wisconsin. Mr. Spitzer-Resnick lays out the troubling trend toward even less participation as students advance through school. In addition, he demonstrates that the participation of children with disabilities suffers even more when the children are from low income families or are racial or ethnic minorities.

In "*Let Them Eat Tests,*" Stan Karp, a teacher in Paterson, NJ, takes issue with Presiden Bush's education reform efforts. Mr. Karp asserts that the policies advanced in the recently reauthorized Elementary and Secondary Education Act (ESEA) are little more than repackaged efforts that are "neither new nor promising as school improvement strategies." While some schools and districts may benefit from the increase in attention, on balance, this new swing to the right in federal education policy is likely to be detrimental to any meaningful reform.

Finally, Russ Allen, of the Wisconsin Education Association Council examines the new ESEA from the perspective of the state's largest teachers' union. Mr. Allen's essay lays out the position of WEAC relevant to standardized testing, emphasizing that current federally mandated tests have little instructional use. Mr. Allen provides a number of suggestions for improving of the practice of testing based on the collective experience of the union's members as well as a 2001 report entitled *Building Tests that Support Instruction and Accountability: A Guide for Policymakers.*

This collection of essays and data is only a sample of the larger discussion taking place all over the state and country about how best to assure quality in schools. The opinions and ideas are as diverse as the school districts themselves. This report seeks to encourage the discussion while avoiding the one-size-fits-all approach.



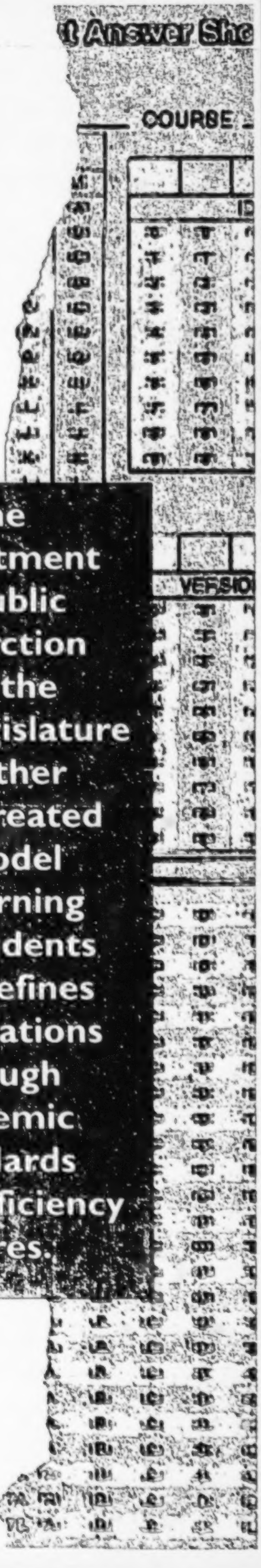
Wisconsin's Model Academic Standards, the Wisconsin Student Assessment System, and School Accountability

BY ELIZABETH BURMASTER

"Academic standards," "assessment," and "accountability" – what exactly do these terms mean? How are they connected? This article provides definitions, explains connections, and articulates large-scale assessment as a measure of student achievement.

What are academic standards?

It is generally believed that students should master a sequence of essential skills before completing their K-12 education. These skills are spelled out in Wisconsin's Model Academic Standards. The Department of Public Instruction (DPI) and the state legislature together have created a model of learning for students that defines expectations through academic standards and proficiency scores. This model allows parents, educators, and policy makers to compare the performance of schools and districts with regard to uniform academic expectations. With such data, these stakeholders are able to make important, informed decisions about needed changes and improvements in curriculum and instruction.



The Department of Public Instruction and the state legislature together have created a model of learning for students that defines expectations through academic standards and proficiency scores.

A governor's appointed task force developed Wisconsin's Model Academic Standards to encourage a higher level of learning from all public school students. Members included legislators, educators, business people, and parents. The standards describe the skills children should acquire and the elements they should know by the end of grades 4, 8, and 12.

Each subject a child studies in school is defined by:

- ***content standards*** describing what students should know and be able to do;
- ***performance standards*** indicating how students will show they meet the content standards; and
- ***proficiency standards*** establishing how well students have learned the content (minimal, basic, proficient, and advanced).

Initially, these were developed for the five subjects covered in statewide tests: language arts, mathematics, reading, science, and social studies. Model academic standards have also been developed for 14 other subjects not covered by the state tests (a complete list of standards for all subjects is available on the DPI Standards Home Page at ***http://www.dpi.state.wi.us/dpi/standards***).

How do the academic standards work in the classroom?

School boards may either adopt Wisconsin's Model Academic Standards or develop and adopt their own. Most school boards have adopted the model standards, and are in the process of aligning teaching, learning, and testing to them. Classroom teachers refer to a plan outlining what a child should learn day-to-day in the classroom. The curriculum consists of activities and lessons at each grade level, instructional materials, and teaching techniques.

Most school boards have adopted the model standards, and are in the process of aligning teaching, learning, and testing to them.

School district-developed curricula are used to prepare students to meet the standards. Parents can get more specific information about the connection among the academic standards, the curriculum, and tests in their school district from their children's teachers, the school principal, or the guidance counselor.

The Wisconsin Student Assessment System

Schools use many ways to measure the progress of students: homework completion, class projects, portfolios, unit tests, and student effort. The department supports multiple measures of a student's progress. In no way do we advocate a "one size fits all" system of accountability. The most effective way to understand students learning is to look at what teachers collect on a daily basis in their classroom. In order to collect information at the state level and to gain a snapshot in time of how schools are performing, the DPI develops and administers statewide examinations, at the direction of the state legislature, to measure children's learning.

The statewide tests that children take are designed to improve teaching and learning. The tests are based on Wisconsin's Model Academic Standards. For example, a fourth-grade student's score on the statewide mathematics test is reported in terms of the standards established for mathematics at the fourth grade.

The DPI reports summaries of proficiency scores for all public schools statewide. Schools are required to report test results to parents of students in fourth, eighth, and tenth grades. Some students with special needs may be able to take the state tests with accommodations or may participate in alternate assessments that meet goals described in their individual education plans. Parents can excuse their children from taking the tests.

The test scores indicate how each child is doing in each tested area. Although state tests do a good job of measuring student achievement of the standards, one test cannot measure everything that children have learned. Instead, state tests attempt to provide parents and educators with an overall picture of areas that each child has learned well and those areas in need of improvement. More important, tests measure a child's performance at one point in time and can be valuable tools in identifying overall areas of strength and weakness for each child. The tests also help schools measure the effectiveness of their curriculum and where to make changes, if needed.

Although state tests do a good job of measuring student achievement of the standards, one test cannot measure everything that children have learned.

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Wisconsin Reading Comprehension Test

The DPI and local elementary schools administer the Wisconsin Reading Comprehension Test (WRCT.) to third graders over a three-week period each spring. The purpose is to identify a child's reading level compared to statewide proficiency standards for third-grade children. Test results are reported as levels of proficiency: advanced, proficient, basic, or minimal performance.

Wisconsin Knowledge and Concepts Examinations

The Wisconsin Knowledge and Concepts Examinations (WKCE) are given statewide to students in the fourth, eighth, and tenth grades each year. The tests measure knowledge and skills in five subject areas: language arts, mathematics, reading, science, and social studies. Students are tested on the knowledge and skills in Wisconsin's Model Academic Standards.

Norm-Referenced Scores

Norm-referenced scores compare children with each other. For example, an eighth-grade student who scores in the 75th percentile in science has done as well as or better than 75 percent of the eighth graders in Wisconsin who took the test at the same time of year.

Proficiency Levels

Proficiency levels indicate how well children have learned the knowledge and skills tested when compared to a set standard; in Wisconsin, these are called proficiency standards. The current proficiency levels were set by Wisconsin teachers, independent of norm-referenced scores. Therefore, it is possible for a child to have a high percentile score (a norm-referenced score), but not score at the advanced level.

The current proficiency levels were set as goals to which students and schools can aspire.

- ***Advanced*** – distinguished achievement; student shows an in-depth understanding of academic knowledge and skills tested.
- ***Proficient*** – student is competent in the important academic knowledge and skills tested.
- ***Basic*** – student is somewhat competent in the academic knowledge and skills tested.
- ***Minimal performance*** – student shows limited achievement in the academic knowledge and skills tested.

Proficiency standards will be reset in February 2003 to accommodate upcoming changes to state testing programs.

Each of the four proficiency levels includes a range of scores. Proficiency standards will be reset in February 2003 to accommodate upcoming changes to state testing programs.

Testing and Grade Advancement

In October 1999, the Wisconsin legislature passed new legislation affecting student testing and grade advancement, effective September 1, 2002, for the 2002-03 school year. The legislation requires each school board to adopt written criteria for advancing students from fourth to fifth grade and from eighth to ninth grade. The board policy must include students' scores on fourth- and eighth-grade state examinations, the student's academic performance, teachers' recommendations (based solely on academic performance), and any other academic criteria specified by the school board. To meet this requirement, local school boards may use the Wisconsin Knowledge and Concepts Examinations or adopt another examination.

Alternate Assessment for Students with Special Needs

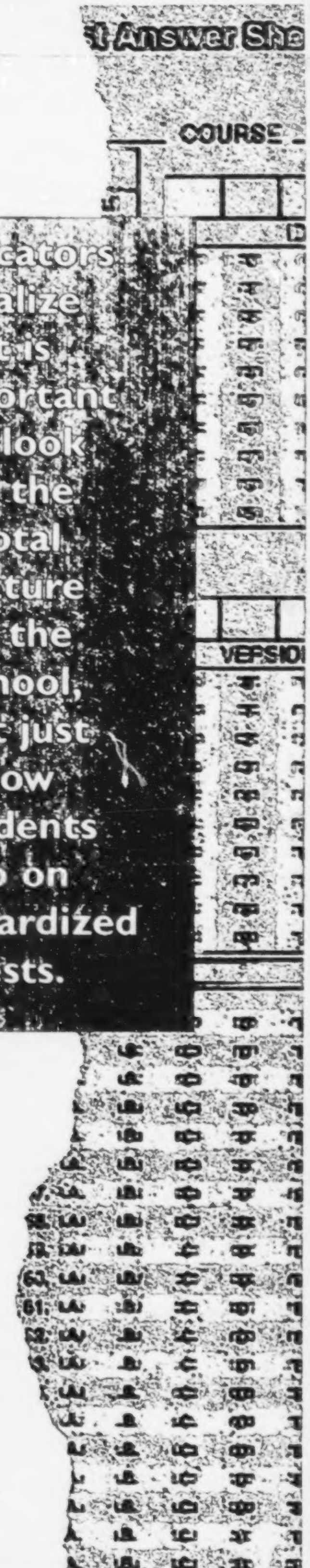
Some English as a second language students and some students with disabilities are not able to take the state's standardized tests even with accommodations. The knowledge and skills of these students are assessed through alternate assessment.

The more one understands tests, however, the more one recognizes that a single test cannot tell us everything we need to know about schools. At data retreats, Wisconsin educators examine test results as just one piece of information about school progress. Just as important are the results of alternate assessments, portfolios, writing assessments, and other classroom-based assessments, and data that tell us whether parents feel safe sending their children to school and whether students feel their learning styles are being addressed? Educators realize it is important to look at the total picture of the school not just how students do on standardized tests.

Recent mandates expanding testing offer a prime example of loss of local control in education. The national effort to standardize testing – especially from grades 3 through 8 - can only be described as a one-size-fits-all regulation, the antithesis of local decision making.

Testing results that lead to ever-increasing sanctions on schools that the federal government identifies as "in need of improvement" discounts the ability of local educators to make sound school-improvement decisions; indeed, who knows better than local educators what factors are contributing to students' sub par performance on tests and how to address those factors.

Finally, using tests as the sole or primary criterion to identify schools in need of improvement does a disservice to those who support myriad other educational programs that contribute to student success.



Educators realize it is important to look at the total picture of the school, not just how students do on standardized tests.

ABOUT THE AUTHOR:

Elizabeth Burmaster is the Wisconsin Superintendent of Public Instruction.

Alternatives to Standardized Testing – That Work!

BY BOB PETERSON

Today, federal laws as well as state laws are mandating standardized tests. For the first time in our nation's history, a federal law – the reauthorized Elementary and Secondary Education Act (ESEA) – requires that students be tested annually starting in 3rd grade. Even before the passage of this act many local districts and states had dramatically increased their testing programs.

While the word "testing" is nowhere to be found in the 1000 plus pages of the ESEA, there is little doubt that this law will usher in a far greater emphasis on testing, and teaching to tests, than currently exists.

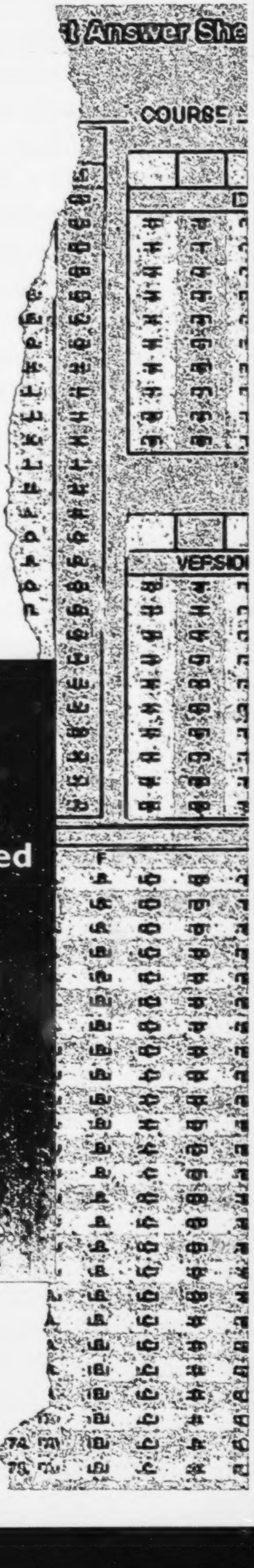
Often when I criticize such testing practice parents and colleagues don't disagree, but they do ask, "What's your alternative?" It's a legitimate and important question.

At issue is how to create alternatives to standardized tests that will inform parents and community members about their child's school performance, that their children are learning what they need to know. It is the development of an alternative approach to accountability.

One of the first steps toward rethinking assessment is to ask, "What is the purpose of the assessment?" and, "Is this purpose worthy or meaningful?" Answering these questions requires addressing what is important for students to learn, how we can help them learn, and how we know what they have learned.

The purpose defines the assessment. For example, an assessment designed to evaluate how well a school is teaching its students to read should not be used to determine promotion of a particular student to fourth grade. And all assessments should assist the learning of the individual student.

At issue is how to create alternatives to standardized tests that will inform parents and community members about their child's school performance.



Alternatives

Alternatives to standardized testing are used in the United States and other industrialized countries. These alternatives range from student portfolios, to district-wide "proficiencies," to outside review teams that evaluate a school. There is growing evidence that these measures do a better job of demonstrating student and school performance.

The objection to most alternatives is that they challenge this country's predominant approach to thinking and learning – that is, the only real evidence of what works is that which is statistically and "objectively" determined and analyzed using a standardized test.

Alternative assessments require thinking about what is the purpose of knowledge and even what constitutes knowledge.

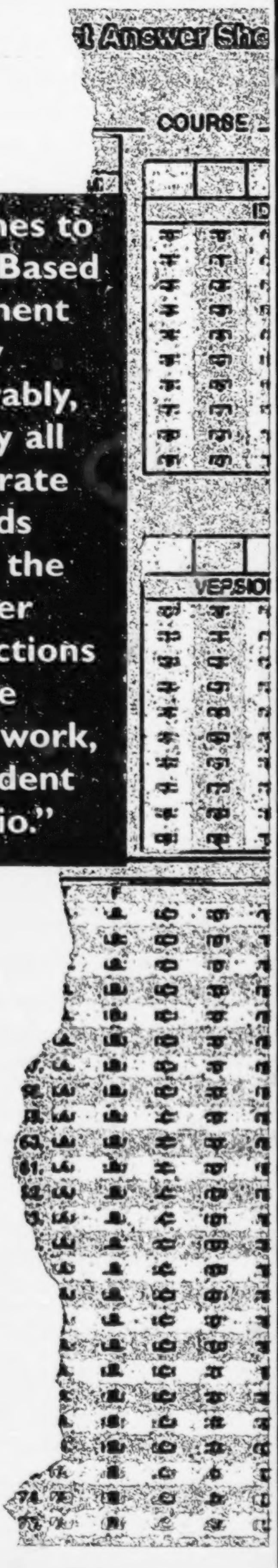
Alternative assessments, on the other hand, require thinking about what is the purpose of knowledge and even what constitutes knowledge. To challenge the statistical approach to quantify knowledge is to challenge the status quo. The over reliance on the standardized test alone tends to marginalize those who protest the statistical approach. They sound abnormal. Alternative assessments allow other voices, perspectives, and actions to be included. This is a very important reason why they should be embraced as a form of accountability.

Other obstacles to a different approach are evident. Alternative assessments are new and, like any innovation, challenge those who resist change. It takes time and energy to educate teachers, parents, and students about new forms of assessments. Moreover, these assessments cost more because they require more sophisticated teaching, staff development, time and scoring. Comprehensive assessment can't be done cheaply nor is it a magic bullet. Teachers and parents need to be aware of the strengths and weaknesses of any approach, and how to use it appropriately.

Following is a description of some of the most common forms of alternative assessments.

Portfolio-Based Assessment

One promising form of assessment is "portfolio-based assessment." Approaches to portfolios vary considerably, but they all incorporate records kept by the teacher and collections of the student's work, the "student portfolio." During the school year, teachers and students gather work that displays student progress and achievement in various subjects such as English or science. Students are encouraged to reflect on the work that has been selected. This reflection helps students think about what they have learned and their own learning process, all of which contributes to the overall goal of improving student learning.



In some portfolio assessments, the teacher examines the portfolio at the end of the marking period and evaluates the work based on a scoring guide. Sometimes students or their peers also score their work. The teacher ultimately records a score on a "learning record," attaching evidence such as a writing sample or a written description of a science experiment. This approach is useful for the teacher and parent in determining how well a student is progressing. Through what is known as "random sampling," it also can be the basis for improved professional development and for school- and district-wide accountability.

Under "random sampling," a number of the learning records and student portfolios are randomly selected from each classroom. An independent group – of teachers from other schools, members of the community, or a combination of both – reviews the records and portfolios. If there is a significant disparity between the reviewers a third review group might be recruited or a larger sample drawn from the classroom, in order to establish how well a particular teacher consistently applies the agreed upon assessment guidelines.

Such methods have been developed in Britain, Australia, and the United States, particularly in Vermont, which has instituted statewide assessment programs in math and writing based on student portfolios. Other examples include the Learning Record in California, and the Work Sampling System in Ann Arbor.

Approaches to Portfolio-Based Assessment vary considerably, but they all incorporate records kept by the teacher and collections of the student's work, the "student portfolio."

This classroom-based approach has several advantages. For example, the evaluation is based on a wide range of student work completed over a long period of time, rather than on a single paper-and-pencil test taken in few hours. Further, the approach encourages schools and districts to invest in the professional development of teachers and outside evaluators. It encourages teachers to reflect more consistently on the quality of student work in their classroom.

One of the criticisms of this approach is that it works best with quality teachers. But such criticism needs to take into account that this classroom approach, over time, can encourage collaboration between teachers and improve their work. If done properly, teachers are motivated to discuss students' work and the more-skilled teachers to help less-experienced teachers.

Another potential problem with portfolios is the logistics of managing the portfolios. Where does a high school English teacher store over 100 portfolios? How does an elementary school maintain portfolios as students move up in grades? How does the issue of student mobility influence this kind of record keeping? One creative solution is to video-tape portfolios, another is to save the information digitally in a computer. Though methods vary, teachers and schools are overcoming these problems.

Performance Exams

Some states and districts have adopted performance examinations. These are tests given to all students, based on students "performing" a certain task, such as writing an essay, conducting a science experiment, or doing an oral presentation which is videotaped.

Performance exams are tests given to all students, based on students "performing" a certain task, such as writing an essay, conducting a science experiment, or doing an oral presentation which is videotaped.

The Milwaukee Public Schools have done extensive work developing performance exams in writing, science, math, visual arts, and oral communications. Unfortunately, many of these exams were discontinued when pro-standardized testing advocates took over the School Board in 1999. Performance exams continue only in writing. Third, fifth, eighth, 11th, and 12th graders all must write and revise an essay over a period of two days, based on a district-wide prompt that changes from year to year and covers different genres, from imaginary writing, to narrative essays, to expository essays. Teachers from the district, using a scale of one to four judge these essays independently and anonymously. Two teachers read each essay, and the final score is based on the sum of the two readers. To reduce subjectivity, if there is a difference of more than one point in the two readers' evaluation, a third reader scores the paper.

Some districts also use these performance exams as a way to evaluate how well classroom teachers are scoring their student portfolios. If large numbers of students are doing well on the performance exams yet score poorly on the student portfolios, or vice versa, it sends a signal that follow-up needs to occur.

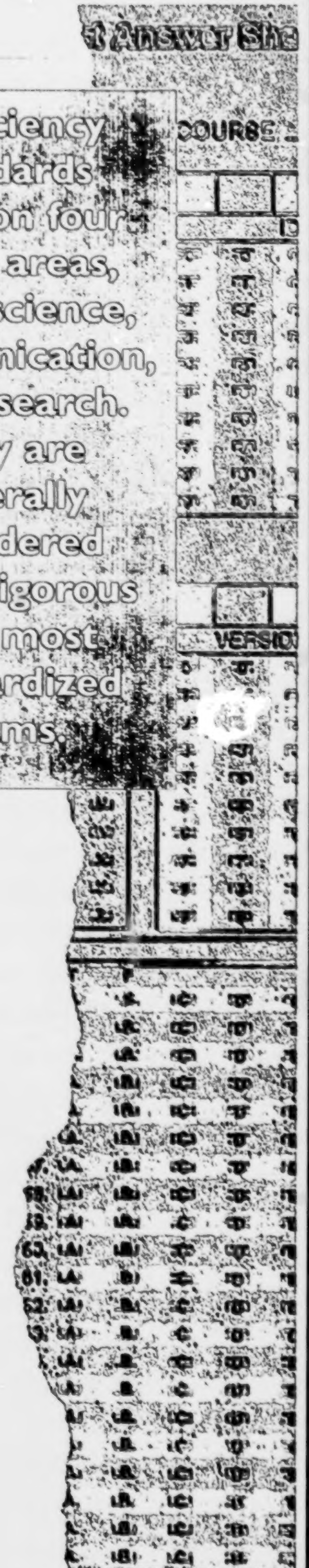
Performance exams have an advantage over standardized tests in that they "drive the curriculum" in a relatively progressive way. In Milwaukee, the assessments have encouraged teachers to focus on actual student writing rather than fill-in-the-blank work sheets. Teachers who help write the performance assessment tasks (or prompts) learn a lot about how to develop more interesting and academically valuable projects for their students.

Performance exams have not been used more widely, in part, because they require considerable time for the classroom teacher and the district staff. It takes time, expertise, and ultimately money to develop the prompts and score the assessments and train teachers in activity-based teaching methods necessary for such performance assessments.

Proficiency Exit Standards

The assessment known as "proficiency exit standards" combines portfolio-based assessment and performance exams; it also sometimes includes standardized tests.

Using this combination of alternatives, students must meet certain standards in order to be promoted to the next grade or to graduate from high school. In Milwaukee, for example, the district has developed proficiencies that students need to meet in order to complete eighth grade and graduate from high school. The proficiency standards focus on four broad areas, math, science, communication, and research. They are generally considered more rigorous than most standardized exams.



Proficiency standards focus on four broad areas, math, science, communication, and research. They are generally considered more rigorous than most standardized exams.

Students' options to demonstrate "proficiency" in each area include portfolios, classroom projects, performance exams, standardized test scores, and research papers. The district adopted this process to avoid reliance on any single assessment for determining promotion or graduation.

Exhibitions

Exhibitions of student work are another assessment tool. The most common exhibition is one of the oldest – the science fair. As with any student work, the strength of the approach relies on providing ways for all students to succeed independently. Tales of parents, who create a science fair project for their kid, building elaborate electrical engines are common. Some schools try to eliminate this problem by having students create their projects at school.

At Central Park East in New York City, exhibitions are combined with portfolios. In order to graduate, students have to demonstrate competencies in 12 areas of learning and present their portfolio work to a committee of adults, similar to oral exams for postgraduate degrees.

At La Escuela Fratney in Milwaukee, at the end of fifth grade students select some of their work from the year and invite family and community members to an open exhibition. One common project is the student-made book, in which students reflect on what they've learned in elementary school. The book includes examples of work from their years at Fratney, which have been collected in their portfolios.

Parent Conferences and Input

An important reason for assessment is to inform parents about their child's progress. This purpose cannot be separated from the larger issue of communication between school and home. A number of schools are experimenting with assessment programs that are based on a process of home/school communication.

Some schools have comprehensive pre-kindergarten conferences with parents to explain school programs and review the child's abilities from the parent perspective. Other schools have adapted their parent-teacher conferences to discuss the child's progress beyond the five-minute sessions common in middle and high school.

At some schools, students are included in conferences. Students are asked to present work from their portfolios, reflect on what they have learned, discuss their progress and define areas for improvement.

To work best, parent-teacher interaction needs to be part of a comprehensive effort to ensure that parents know they can raise concerns at any point during the school year, not only at conference time. Soliciting and encouraging parental input is difficult, but it is essential for honest collaboration between home and school.

School Quality Review Teams

Because student success is intimately related to the culture of learning in an entire school, one valuable assessment, known as the "School Quality Review Team," focuses on school-wide issues.

Teams of trained educators and community members visit schools, usually for a week. The teams observe classrooms, follow students, examine the curriculum, and interview parents and teachers. Based on their observations, they write a formal report, with specific recommendations for improvement. This approach, modeled on a century-old system in England, has been adopted in a few states, including New York and Rhode Island.

Because student success is intimately related to the culture of learning in an entire school, the "School Quality Review Team" focuses on school-wide issues.

To be effective, the team's recommendations must be distributed to, and acted upon, by both teachers and parents who may require additional time and resources.

It Won't Be Easy

Adopting these alternatives to standardized testing isn't easy – old ways of doing things are familiar and thus more comfortable. Here are some of the most common pitfalls:

Assuming one can muster the political clout to change the growing emphasis on high stakes standardized tests, most alternatives take time to develop. Because they are implemented while existing standardized tests continue, teachers are being asked to do more and more assessing, with no additional time allotted. One more task is added to an already filled day, a cause for teacher opposition.

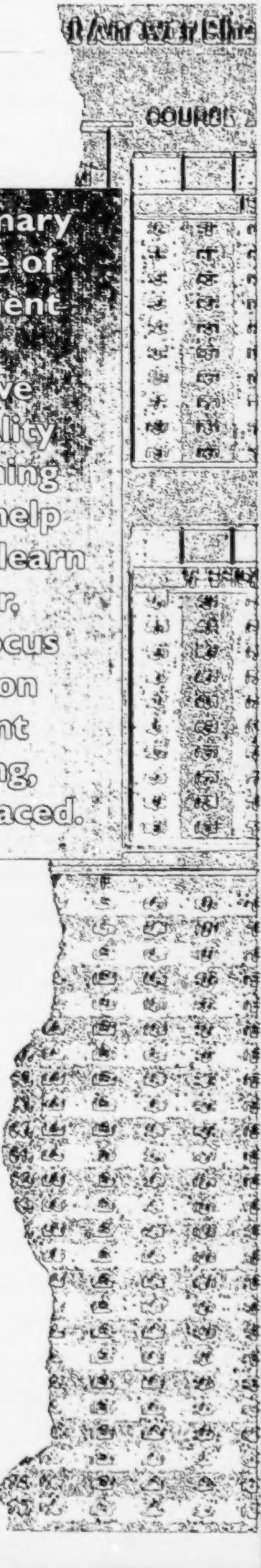
If such assessments are to provide a true alternative, it's essential that a diverse group of parents and staff be involved in adopting alternatives. Otherwise, both parents and teachers will believe that, once again, someone else is telling them how to raise their child or how to teach.

Many of these alternative assessments are new to policy-makers, students, teachers and parents. There must be thorough discussions of the pros and cons of various assessments, and clear understanding of the purpose of any particular assessment. While conservatives often decry the "status quo" mentality of teachers and schools, on the testing issue it is the conservatives who are refusing to "think outside the box" and are relying on traditional, and flawed, methods of standardized testing.

Such assessments take more work, more time, and more resources. Any assessment is prone to problems of inequity, inadequacy, and subjectivity. Recognizing, and counteracting, these problems is essential.

Finally, it cannot be stated too often: the primary purpose of assessment is to improve the quality of teaching and to help students learn better. If the focus is not on student learning, it's misplaced.

District and state officials have the right and responsibility to require schools to provide evidence that all students are learning, but such requirements must not be allowed to control all aspects of schooling. Students and teachers need time to explore their interests, to pursue matters in depth, to develop qualities of thinking and working. In fact, a really good accountability and assessment system will tell parents and the public that these, too, are part of education.



The primary purpose of assessment is to improve the quality of teaching and to help students learn better. If the focus is not on student learning, it's misplaced.

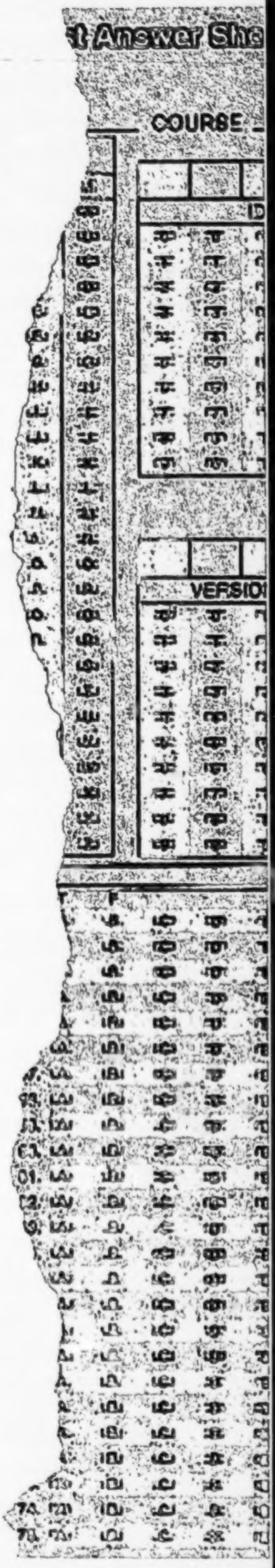
ABOUT THE AUTHOR:

Bob Peterson teaches in Milwaukee and is an editor of Rethinking Schools.

*This article is a revised and condensed version of a joint article by Bob Peterson and Monty Neill, Executive Director of FairTest, based in Cambridge, MA that originally appeared in the Spring, 1999 issue of the quarterly *Rethinking Schools*. For more information see www.rethinkingschools.org and www.Fairtest.org.

There Is No Standard For Testing Children With Disabilities

BY JEFFREY SPITZER-RESNICK



The current trend at both the federal and state level to hold schools accountable for educating their students manifests itself most obviously in the trend towards mandated standardized testing. In some states, these tests are used for grade promotion, as well as high school graduation. Currently, Wisconsin does not use the tests for grade promotion, although local school districts may do so. However, by Wisconsin statute, standardized tests will be used for high school graduation by school year 2002-03. This graduation test has been called into doubt due to both parent opt out provisions, and failure to fund the test.

From a policy perspective, as our society moves closer to insisting that all students meet certain standards in order to progress in their education, and ultimately receive a high school diploma, it is important to ask whether our current experience with standardized testing actually tests all children. For if the current Wisconsin Knowledge and Concepts Exams (WKCE) which are supposed to be given to all 4th, 8th and 10th grade students, are not given to them, then one must question whether in fact, we are establishing a dual system of assessment, which for some students results in no assessment whatsoever. Under Wisconsin's current standardized tests, the WKCE, an inordinate number of Wisconsin's children with disabilities either do not take the test, or fail to perform beyond a basic level. Sadly, this trend is exacerbated when disability is combined with a racial or ethnic minority, or if the child is economically disadvantaged. The trend also gets worse the older the student gets.

TABLE ONE

Percentage Of Certain Categories Of Children Taking WKCE, 2000-2001

Grade	White, non-Hispanic Children Without Disabilities	White, non-Hispanic Children With Disabilities	Economically Disadvantaged Children With Disabilities	African-American Children With Disabilities
Fourth Grade: Mathematics	99.76%	97.2%	94.6%	91.5%
Eighth Grade: Reading	99.47%	95.5%	91.6%	84.5%
Tenth Grade: Science	97.4%	91.3%	80.6%	61.3%

In the 4th grade Math WKCE, in 2000-2001, over 99 percent of white, non-Hispanic children without disabilities took the test. However, that figure drops to slightly over 97 percent of white, non-Hispanic children with disabilities. Worse yet, is that only 94.6 percent of economically disadvantaged children with disabilities took the exam and only 91.5 percent of African American children with disabilities took the exam.

Sadly, this pattern is exacerbated in the 8th grade 2000-2001 WKCE, where over 99 percent of white, non-Hispanic children without disabilities took the test; while 95.5 percent of white, non-Hispanic children with disabilities were tested. Worse yet, is that only 91.6 percent of economically disadvantaged children with disabilities took the exam. Finally, only 84.5 percent of African American children with disabilities took the exam.

In the 10th grade, over 97 percent of white, non-Hispanic children without disabilities took the test, but only 91 percent of white, non-Hispanic children with disabilities. Worse yet, is that only 80.6 percent of economically disadvantaged children with disabilities took the exam. The trend continues to deteriorate as only 61.3 percent of African American children with disabilities took the exam. (Table 1)

Although state law requires that all students take the WKCE, it is DPI policy that 97-98 percent of all children should be taking the WKCE. The aformentioned numbers demonstrate that this number rarely holds true for students with disabilities, especially if they come from a racial minority and/or economically disadvantaged group.

So how are students with disabilities who take the exam performing? Unfortunately, DPI does not disaggregate the performance results to include racial and ethnic groups or economically disadvantaged children within the group of students with disabilities taking the exams. However, it is painfully obvious that students with disabilities perform worse on the WKCE than any other group of students other than those who have limited-English proficiency and, in some cases, even worse than that group of students.

It is painfully obvious that students with disabilities perform worse on the WKCE than any other group of students other than those who have limited English proficiency and, in some cases even worse than that group of students.

Examination of the statewide performance results for the 2000-2001 WKCE demonstrates that on the reading exam, 63 percent of 4th grade children across the nation, performed at or above the proficient level. Wisconsin can rightfully be proud that it exceeded that performance when all students are counted as 77 percent of Wisconsin's 4th grade children, performed at or above the proficient level. However, that proficiency rate drops to only 37 percent of Wisconsin's 4th grade children with disabilities.

Once again, these statistics drop uniformly as students progress in school. Thus, on the 2000-2001 WKCE reading exam, only 54 percent of 8th grade children across the nation, performed at or above the proficient level. Wisconsin exceeded that performance when all students are counted as 73 percent of Wisconsin's 8th grade children, performed at or above the proficient level. However, that proficiency rate drops to only 25 percent of Wisconsin's 8th grade children with disabilities.

Finally, on the 2000-2001 WKCE reading exam, only 46 percent of 10th grade children across the nation, performed at or above the proficient level. Wisconsin exceeded that performance when all students are counted as 69 percent of Wisconsin's 10th grade children, performed at or above the proficient level. However, that proficiency rate drops to only 23 percent of Wisconsin's 10th grade children with disabilities. Similar trends can be found on the other WKCE exams: Social Studies, Science, Mathematics and Language Arts, although it is worth pointing out that 10th grade children with disabilities perform even worse than children with limited-English proficiency on the Mathematics test in both 8th and 10th grades, with only seven percent of 8th grade children with disabilities performing at or above a proficient level on the 2000-2001 WKCE Mathematics test, rising to only nine percent of 10th grade children with disabilities performing at that level.

TABLE TWO

Performance Results of Children With Disabilities Taking WKCE Reading Exam Performing At Or Above Proficient Level, 2000-2001

Grade	Children Nationwide	Wisconsin Children	Wisconsin Children With Disabilities
Fourth Grade	63%	77%	25%
Eighth Grade	54%	73%	25%
Tenth Grade	46%	69%	23%

While the space available in this essay does not allow a detailed examination of district WKCE performance, let alone school performance, it is worth examining the trends described above for Wisconsin's three largest school districts: Milwaukee, Madison, and Green Bay, as they illustrate that the problems revealed above, are actually exacerbated in our largest school districts.

Since most people will readily acknowledge that functioning as an adult in our society is difficult, if not impossible, if one cannot read, it is worth examining the reading performance results on the 2000-2001 WKCE for 10th grade children with disabilities in Wisconsin's three largest school districts. In Milwaukee, slightly over 94 percent of these children took the exam. However, only seven percent of those children performed at a proficient level or higher. In Madison, slightly under 96 percent of these children took the exam. Yet, only 32 percent of them performed at a proficient level or higher. Finally, in Green Bay, slightly under 95 percent of these children took the exam. Yet, only 25 percent performed at a proficient level or higher.

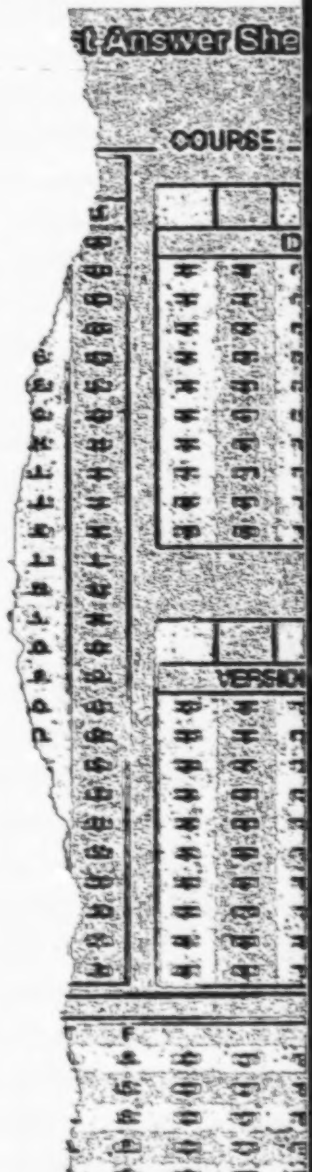


TABLE THREE

Performance And Participation Of Children With Disabilities Taking Tenth Grade WKCE Reading Exam In Milwaukee, Madison, And Green Bay, 2000-2001

	Milwaukee Public Schools	Madison Metropolitan School District	Green Bay Area School District
Participation Rate	94%	96%	95%
Performance At A Proficient Level or Higher	7%	32%	25%

Some will argue that it is to be expected that many children with disabilities will not take standardized tests, and if they do, they should not be expected to perform as well as children without disabilities. However, both state and federal law address these issues with specific mandates for this dilemma.

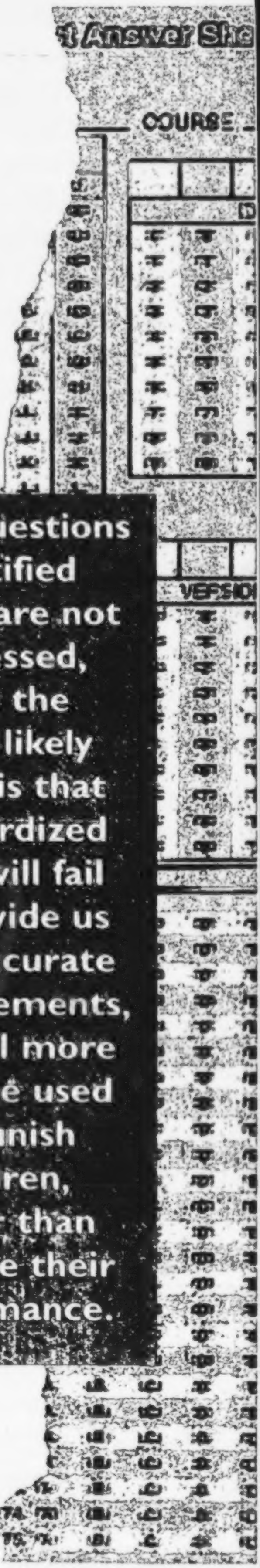
Standardized tests can appropriately be used to target scarce resources to particularly needy children, school districts, and schools.

First, state and federal special education law assume that children with disabilities will take standardized assessments, unless they are clearly incapable of doing so. Moreover, if they are clearly incapable of doing so, as determined by the individual child's Individualized Education Program (IEP) team, the child's IEP should indicate how the child will be assessed in an alternative manner. Unfortunately, since there are no state or federal standards for alternative assessments, no one knows whether they are consistently given to all children with disabilities who do not take the WKCE. Similarly, for those who do receive alternative assessments, no data exists on how those children are performing.

In addition, federal and state law require that the IEP team for each child in special education who will take the WKCE, should consider whether that child needs any accommodations (e.g., more time) to take the exam. Once again, no data is available on the percentage of children with disabilities who receive accommodations to take the exams, nor do we know the types of accommodations that are given to such children. However, it is distressing to note the poor performance of children with disabilities when: a) we know that those children who do not have the ability to take the tests are not tested; and b) those children who need accommodations, at least in theory, are provided those accommodations.

What, then, should policymakers do about these distressing test results? Assessment tools should be used as educational tools, not to produce cookie cutter students who only learn how to perform well on standardized tests. Thus, standardized tests can appropriately be used to target scarce resources to particularly needy children, school districts, and schools.

It is clear that both federal and state trends indicate increased use of standardized tests. And those test



results will have even greater ramifications for students and schools, including grade promotion, high school graduation, and even elimination of school funding for poorly performing schools. Given that trend, Wisconsin must do the following:

- Take steps to raise the numbers of children with disabilities who take the WKCE.
- Gain an understanding of the types and frequency of accommodations that are provided to children with disabilities who take the WKCE.
- Provide extra resources for underperforming school districts and schools to raise the proficiency levels of the students at those schools.
- Mandate that all children with disabilities who do not take the WKCE, undergo a legitimate alternative assessment, which can be quantified by DPI and analyzed in the same way (i.e., proficient or not, by school and school district) as the WKCE results.

Finally, if Wisconsin does actually proceed to implement grade promotion and high school graduation which are conditioned on certain results on standardized tests, it must address the following issues:

- How will students with disabilities whose IEP teams determine that they should not take the test be treated under this system?
- What will happen to state and federal policies that keep students with disabilities with their same age peers whenever possible, as mandated by law, if their performance results on the WKCE remain as poor as they are now?

In sum, standardized tests can appropriately be used to target resources, but if the questions identified herein are not addressed, then the more likely result is that standardized tests will fail to provide us with accurate measurements, and will more likely be used to punish children, rather than improve their performance.

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ABOUT THE AUTHOR:

Jeffrey Spitzer-Resnick is a Managing Attorney with the Wisconsin Coalition for Advocacy

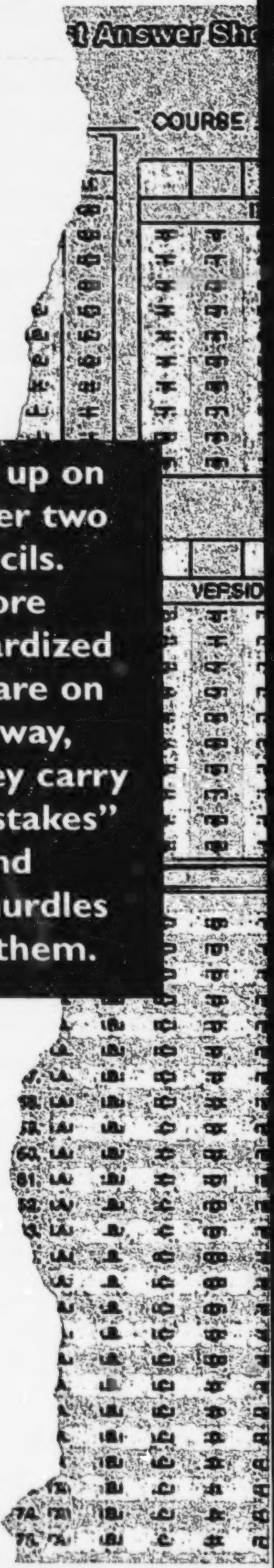
Let Them Eat Tests

BY STAN KARP

Stock up on number two pencils. That may be the only sure advice to follow in the wake of new federal education legislation signed by President Bush earlier this year. More standardized tests are on the way, and they carry "high stakes" – and high hurdles – with them.

Perhaps even more significant is how the legislation could reshape the federal government's historic role as a promoter of access and equity in public education in the service of a conservative agenda that comes wrapped in rhetorical concern for the poor and people of color, but which may ultimately hurt poor schools most.

Essentially, the legislation codifies at the national level policies that have already wreaked havoc at the state level: punitive high stakes testing, the use of bureaucratic monitoring as the engine of school reform, and "accountability" schemes that set up schools to fail and then use that failure to justify disinvestment and privatization. It's George W. Bush's dubious "Texas miracle" gone national.



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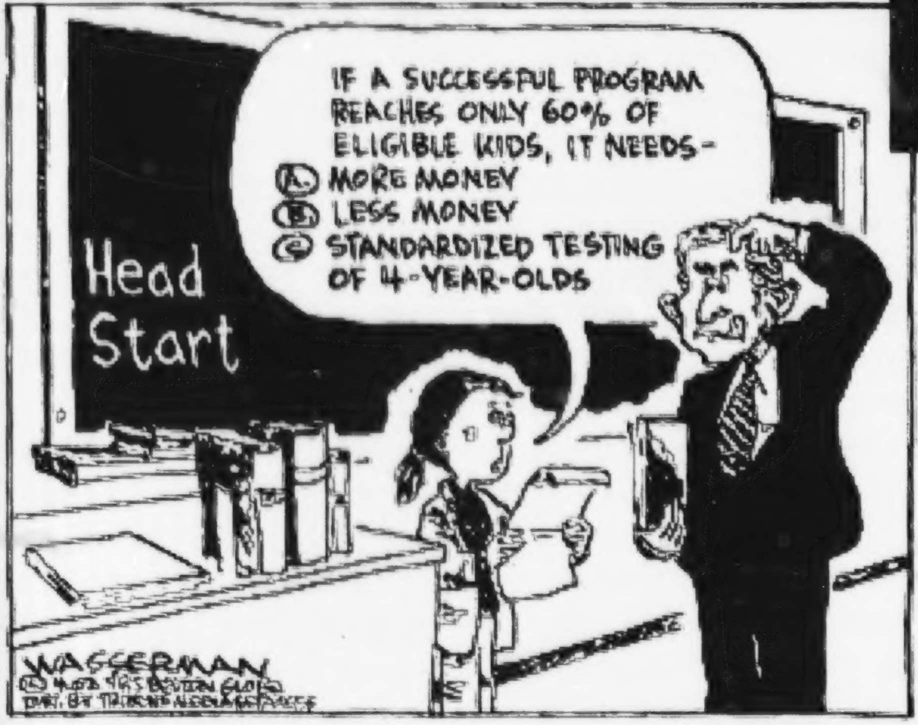
IF A SUCCESSFUL PROGRAM REACHES ONLY 60% OF ELIGIBLE KIDS, IT NEEDS-
Ⓐ MORE MONEY
Ⓑ LESS MONEY
Ⓒ STANDARDIZED TESTING OF 4-YEAR-OLDS
Head Start
WASSERMAN
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Mandated Tests

Federally mandated annual testing is the cornerstone of the comprehensive, bipartisan bill that reauthorized the Elementary and Secondary Education Act (ESEA), a consolidation of the major K-12 federal education programs including the Title I program that reaches 47,000 high-poverty schools. The tests are central to a greatly expanded and revised role for the federal government in local schools and districts.

Among the major features in the law, which runs over 1,000 pages:

- Mandated annual tests in reading and math from grades 3-8 and at least once in grades 10-12
- Additional annual tests in science beginning in 2007, given once between grades 3-5, 6-9 and 10-12.
- Use of these tests to determine whether schools are making "adequate yearly progress" towards 100 percent proficiency for all students within 12 years (2013- 2014).
- Sanctions for schools receiving federal Title I funds that don't reach their "adequate yearly progress" goals, which most likely will be impossible to meet (see below). The sanctions include now-familiar "corrective measures" like outside intervention by consultants, replacement of staff, or state takeover. Additional sanctions reflect the administration's privatization agenda that lurks just below the surface of the legislation. This includes use of federal funds to provide "supplemental services" to students from outside agencies, imposing school choice or charter plans, or transferring management of schools to private contractors. Tenure reform, merit pay, and teacher testing are also potentially in the mix, though they are not mandated by the new law.

This rightward turn in federal education policy comes linked to Bush's trademark "compassionate conservatism."

What's significant about these policies is not so much their content - they are neither new nor promising as school improvement strategies - but their federal endorsement and political packaging. This rightward turn in federal education policy comes linked to Bush's trademark "compassionate conservatism." As in Texas, it includes a rhetorical attack on the "soft bigotry of low expectations" and purports to focus attention on the real crisis of school failure in many poor communities. The law targets more federal money to the poorest schools, and mandates dramatic changes in testing and reporting requirements that will focus attention on the racial dimensions of the achievement gap, the learning

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needs of new English language students and students with special needs, and the widespread use of underqualified and uncertified teachers.

But while the legislation turns up the spotlight, and the heat, on low-performing schools, the remedies it offers have proven ineffective, even harmful. Furthermore, the extra dollars, an additional 18 percent or about $3.5 billion more for ESEA programs, are already threatened by the administration's "war budget" - which calls for eliminating 26 of the federal programs just reauthorized in the new ESEA. The legislation still doesn't provide full funding for Title I, which currently reaches less than half of all eligible low-income students. In fact, the gap between the bill's lofty goals and its low-rent resources suggest its proper title would have been, "The Unfunded Federal Mandates Bill."

The legislation still doesn't provide full funding for Title I, which currently reaches less than half of all eligible low-income students.

Simple-Minded Approaches

Educationally, the bipartisan approach behind the new federal legislation is both simple and simpleminded. Thanks to two decades of Governors' education summits and the persistent urging of the Clinton Administration, virtually all states have adopted new curriculum standards. They are now being directed to enforce these standards through annual tests or face losing federal funds. Public reporting of scores is designed to identify schools and students that are not "proficient," while highlighting gaps between genders, races, and other subcategories (special education, new language learners, low-income students, etc.)

All districts and states are required to plot a path from current levels of achievement to 100 percent proficiency within 12 years (theoretically, in steady, equal steps forward). "Annual yearly progress" goals will be set for districts, schools and individual subgroups. Any school or district that doesn't meet all its goals for two consecutive years will be put in the "needs improvement" category, and if they are receiving Title I money, will face an escalating scale of "corrective action." (The "corrective" steps are mandated only for high-poverty schools receiving federal Title I funds, though states are directed to develop their own sanctions for other schools).

Predictable Effects

It's fairly safe to predict the effects of this scheme as it mirrors the standardized testing plague that swept states in the 1980s and 1990s. Test preparation will dominate classrooms, especially in struggling schools, and curriculum focus will narrow. Already, for example, some states are de-emphasizing social studies because history is not one of the federally mandated measures. Statistical "accountability" to bureaucratic monitors from above will take precedence over real accountability to students and their communities, and the huge resources poured into testing programs will do nothing to increase the capacity of schools or districts to improve their educational services.

The new law appropriates about $400 million each year for the next six years to develop new tests. According to *Time* magazine, it could cost up to $7 billion.

The culture of testing in schools will be strengthened in many ways. The legislation requires that 95 percent of all students participate in the mandated assessments. While this will challenge the common practice of boosting scores by excluding large numbers of students from the testing pool, it will also increase the pressure that has led to cheating scandals and to grade retention policies that push students out of school.

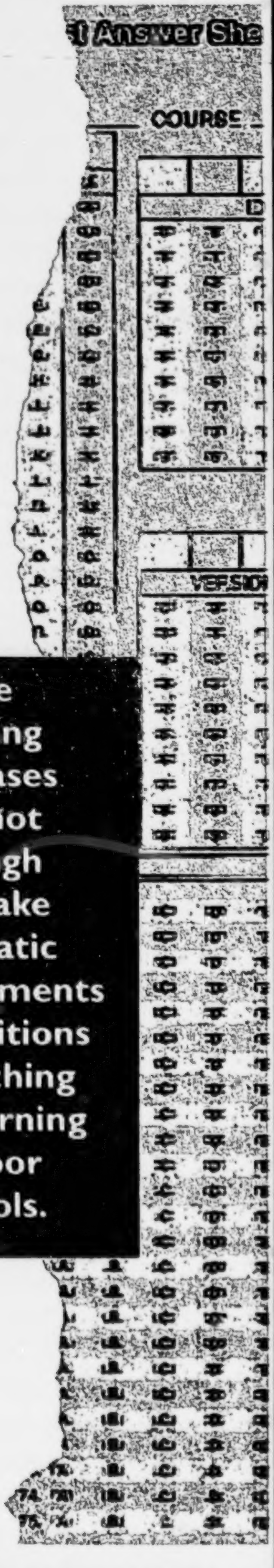
The "adequate yearly progress" formulas mandated by the new legislation are so convoluted and unrealistic they seemed designed to create chaos and new categories of failure. An April 3 survey in *Education Week* suggested that as many as 75 percent of all schools – not just high-poverty Title I schools – could be placed in the "needs improvement" category.

Making the new system operational at all will be a bureaucratic horror show. State curriculum standards are barely in place and vary widely from state to state. While the new federal law directs states to use the current school year to set baseline levels and begin imposing sanctions next fall, many states have not yet even created tests for their new standards.

The new law appropriates about $400 million each year for the next six years to develop new tests. But, according to estimates reported in *Time* magazine, "Full implementation of the Bush plan, with high quality tests in all 50 states, could cost up to $7 billion." No wonder an executive of one of the major testing firms responded to Bush's proposals last year by declaring, "This almost reads like our business plan."

The law explicitly mandates tests that attempt to measure progress in meeting state curriculum standards, as opposed to the more commonly used general knowledge exams. Only nine states currently give annual tests tied to their standards. One testing expert, Matthew Gandal, writing in a discussion paper for the conservative Thomas B. Fordham Foundation, estimated that the new law would require the creation of "well over 200 new state level tests" and force most states "to more than double the number of tests they are now giving."

Such an explosion of testing will severely tax the capacity of the $700-million-a-year testing industry currently dominated by four major testing firms - including McGraw-Hill, with close Bush family ties (see the January 28 *Nation* article by Stephen Metcalf, "Reading Between the Lines.") As Gandal noted, "The normal cycle for creating a new assessment in just one state is two-to-three years. This now needs



to happen in two subject areas in at least 34 states." Inevitably this will lead to poor quality tests, even by the industry's dubious "scientific" standards. Some states are already seeking to add a few "standards-based" questions to off-the-shelf products they now use as a relatively cheap and easy, if unreliable, way to meet the new mandate.

"The bottom line," says Scott Marion, the director of assessment and accountability for the Wyoming education department, "is that we're going to end up identifying, by any stretch of the imagination, incredibly more schools than we believe the resources are there to serve."

New Categories of Failure

An obvious question is why would the federal government adopt narrowly prescriptive strategies that will label huge numbers of schools as failures on the basis of test scores? This is a far cry from the historic tradition of federal intervention on behalf of racial equity, inclusion for students with disabilities, or equitable distribution of resources. It is also a major reversal of traditional rhetoric about "local control" of schools and reflects the larger political agendas that are in play.

The funding increases are not enough to make dramatic improvements in conditions of teaching and learning in poor schools.

The new federal law is a compromise between right-wing and centrist political forces in Washington that links an increase in federal funding to a narrow vision of school improvement based almost exclusively on state standards and tests. The funding increases are not enough to make dramatic improvements in conditions of teaching and learning in poor schools, especially with economic recession feeding a new round of state and local cutbacks and federal dollars still providing only about seven percent of all school spending.

When this new federal testing scheme begins to document, as it inevitably will, an inability to reach its unrealistic and underfunded goals, it will provide new ammunition for a push to fundamentally "overhaul" and reshape public schooling. Conservatives will press their critique of public education as a "failed monopoly" that must be "reformed" through market measures and steps towards privatization. The recent Supreme Court decision on vouchers, which endorsed the transfer of state and federal dollars to private and religious schools, will further feed this trend and give greater momentum to the rightward turn in federal education policy.

The New Law's Mandates

The ideological bent of the new law is evident even in its relatively benign programs, like those promoting teacher quality and increased reading instruction. While attention to these two areas has generally drawn broad support, the specific provisions of the legislation echo problems in other areas.

The new law mandates that all teachers be fully certified and licensed in their teaching areas by June 2006. It also requires all paraprofessionals to have at least two years of college beyond high school or pass a "rigorous" local/state exam. New hires must meet these provisions immediately, while existing staff have several years to comply. As with the "adequate yearly progress" goals, however, there is near universal acknowledgement that these goals cannot be met, particularly given current levels of underfunding.

While Bush has been barnstorming the country in front of signs proclaiming "A high quality teacher in every classroom," his latest budget proposes a freeze on new spending for teacher-quality programs.

Most states already have similar teacher licensing requirements on the books, but can't find enough qualified candidates due to low pay scales, rising enrollments, and other aspects of the well-documented teacher shortage. Finding fully qualified teachers is especially difficult in rural and poor schools, and in some subject areas, like math and science. But while Bush has been barnstorming the country in front of signs proclaiming "A high quality teacher in every classroom," his latest budget proposes a freeze on new spending for teacher-quality programs, despite the new federal mandate. He's also proposing the elimination of related programs such as the National Board of Professional Teaching Standards and technology training funds. Similarly, the Eisenhower Professional Development funds, which helped prepare math and science classroom teachers, have disappeared into a block grant program where they will compete with class size reduction and other priorities. The changes "virtually eliminate dedicated federal funding for K-12 math and science education," *Education Week* reported.

Currently employed paraprofessionals, who in many Title I schools represent a significant presence of community members working for the lowest pay, face the prospect of having to complete two years of college without new support. The law requires that a portion of Title I funds be set aside to help teachers meet the new certification requirements, but a similar set-aside for paraprofessionals was made optional.

Even reading instruction is ideologically framed. The new law puts over $1 billion into expanded reading, literacy, and library programs designed to help every student read proficiently by 3rd grade. These programs will support needed professional development for teachers and provide materials to promote essential literacy skills. But the effort is linked to dubious language restricting funding to "scientifically based reading programs," which may be narrowly interpreted to endorse only certain phonics-based approaches or commercial reading packages. More damaging is the legislation's wholesale attack on federal bilingual education programs, which the new law recasts in the spirit, if not the name, of "English Only" intolerance. The new bill transforms the Bilingual Education Act into the "English Language Acquisition Act." It will assess schools on the basis of the number of students reclassified as fluent in English each year and severely discourages native language instruction.

Right Wing Nuggets

The bill is also littered with assorted right-wing nuggets, such as a provision preventing districts from banning the Boy Scouts from using school facilities because of their anti-gay policies, and a requirement that districts accepting federal dollars open their doors to military recruiters.

Education advocates looking for hopeful signs will, for the most part, have to look elsewhere. The 1994 ESEA legislation had similar, if less stringent, requirements regarding standards and testing that went largely unheeded. Historically, the Department of Education has been reluctant to impose significant penalties or withhold funds from states and districts.

On the brighter side, the burgeoning grassroots movement against standardized testing will almost certainly grow in response to this onslaught. Some schools may benefit from the increased professional development and reading programs, and in some places increased attention may translate into more support for effective school-based reform.

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But most of the political and educational fallout from the Bush Administration's first major initiative in federal school policy will be heavy and harmful. Nor will it be the last round. Next up for renewal is the Individuals with Disabilities Education Act, itself a longstanding source of unfunded mandates and another battleground between federal promises and performance on issues of equity. If the ESEA renewal is any guide, education advocates will need to keep their noses firmly to the grindstone. In the Bush era, there is sure to be another test coming your way.

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WEAC's Position on Standardized Achievement Testing

BY RUSS ALLEN, PhD,
WEAC's Campus For Teaching and Learning

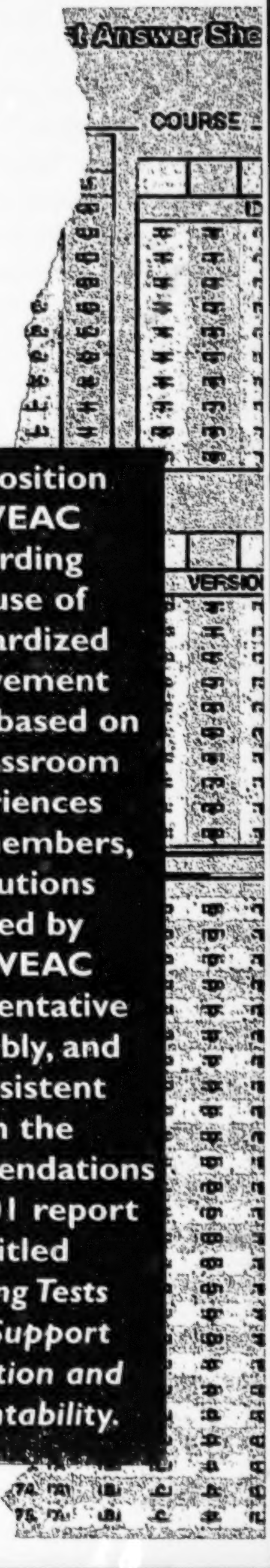
A standardized achievement test is one that is administered under the same conditions and scored in the same way for all students. Standardized achievement tests tend to be predominantly multiple choice in format, although one can have standardized tests in any format (e.g., standardized writing tests or standardized performance tasks). Most standardized achievement tests are norm-referenced, meaning that their primary purpose is to compare the performance of a student, or group of students, with another group (often the so-called "national average").

The position of WEAC regarding the use of standardized achievement tests is based on the classroom experiences of its members, resolutions passed by the WEAC Representative Assembly, and, with a few additions, is consistent with the recommendations of a 2001 report entitled *Building Tests that Support Instruction and Accountability: A Guide for Policymakers*. Among the organizations supporting this report were the following: the American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and the National Middle School Association. WEAC is on record in support of this commission's recommendations.

Building Tests that Support Instruction and Accountability is directed primarily at state-mandated testing programs. However, the observations and recommendations are relevant for assessment programs at all levels, including district and national. The central conclusion of the report is that "... federally mandated and state-administered tests seem to have little instructional utility, thus bringing into question their usefulness in an accountability system that assumes that information obtained from tests will result in appropriate changes in instruction." The report includes numerous recommendations for improving state level assessment programs, which, if followed, may bring about improvements in student learning.

WEAC supports the recommendations of this report and hopes that it will encourage

The position of WEAC regarding the use of standardized achievement tests is based on the classroom experiences of its members, resolutions passed by the WEAC Representative Assembly, and is consistent with the recommendations of a 2001 report entitled *Building Tests That Support Instruction and Accountability*.



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policymakers to think carefully about all issues associated with the development and implementation of assessment programs. This type of reflection is important because far too often, policymakers and members of the public focus almost entirely on the need for simple and inexpensive accountability measures, with little or no regard for how testing programs will improve student learning.

This paper contains WEAC's position on the use of standardized achievement tests and also gives specific attention to the testing requirements of the 2001 Elementary and Secondary Education Act.

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WEAC believes that:

- ***Assessment programs must be based on clearly defined content standards. Furthermore, these standards must be prioritized.*** Many states and districts simply purchase off-the-shelf tests from one of the major testing companies with little regard given to how well they align with existing content standards. (In many cases, content standards may be nonexistent; Wisconsin has Model Academic Standards at selected grade levels). In addition, standards often are defined vaguely, causing teachers, students, and parents to lack a clear understanding of what is expected of them.

The need to set priorities regarding what is to be assessed simply reflects the fact that we cannot teach everything, that students cannot learn everything, and that test developers cannot assess everything that someone believes that students ought to know or be able to do.

- ***Reasonable performance standards need to be established.*** Some of the worst abuses in testing can occur during the establishment of performance goals. For example, in 1997, Wisconsin invited 185 people to Spring Green to establish performance levels on the state's 4th, 8th, and 10th grade Knowledge & Concepts Examinations in English/language arts, mathematics, science, and social studies. Four levels were established: Minimal Performance, Basic, Proficient, and Advanced.[1] Participants were directed to identify standards based on expectations of what students should know and be able to demonstrate. They were not told that the scores would be used to compare schools and groups of students or to identify schools in need of improvement.

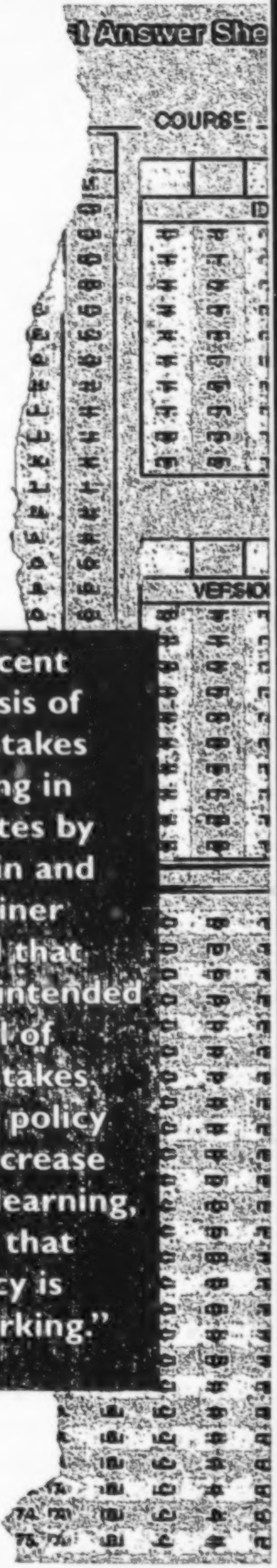
The Proficient level, the "goal" for all students in Wisconsin, tends to be lower in grade four and progressively higher in grades eight and ten. One of the consequences of this is that even though students continue to achieve at high levels in grades eight and ten, this type of reporting suggests that they are losing ground. Scores also tend to vary across subject areas (generally being highest in mathematics and lowest in social studies).[2]

- ***Assessment programs at all levels need to make greater use of authentic measures of student achievement.*** WEAC believes that assessment programs need to move beyond the almost exclusive use of multiple choice tests, which do not do a good job of measuring problem-solving, creative thinking, or other higher order thinking skills. We recognize that these types of assessment are more costly to develop and score; however, we simply must have more authentic measures of what students know and are able to do.

- ***Assessment results should not be used for inappropriate reasons, including (1) making decisions about graduation or promotion exclusively on the basis of test scores, and (2) comparing districts and schools solely on the basis of test scores.*** As for (1), we believe that a single piece of evidence, such as a test score, should never be the only criterion used to make high stakes decisions related to graduation or promotion. As for (2), we believe that there is too much emphasis given to district and school comparisons based on test scores and that these comparisons divert our attention away from what must be done to improve student learning.

- ***Assessments should be (a) appropriate for the accountability purposes for which they are used, (b) appropriate for determining whether students have attained standards, (c) appropriate for enhancing instruction, and (d) not the cause of negative consequences.*** This requirement reflects the fact that assessment programs do not always have the consequences that were intended. In particular, we need to track the amount of time taken from teaching and learning for test preparation or actual test-taking.

A recent analysis of high-stakes testing in 18 states by Amrein and Berliner (2002) found that " ...if the intended goal of high-stakes testing policy is to increase student learning, then that policy is not working. While a state's high-stakes test may show increased scores, there is little support in these data that such increases are anything but the result of test preparation and/or the exclusion of students from the testing process. The authors also note that there are numerous cases of unintended consequences associated with high-stakes testing, including 'increased drop-out rates, teachers' and schools' cheating on exams, teachers' defection from the profession...' "



A recent analysis of high-stakes testing in 18 states by Amrein and Berliner found that "...if the intended goal of high-stakes testing policy is to increase student learning, then that policy is not working."

- ***States, school districts, and schools need to monitor the breadth of the curriculum so that policymakers can determine how much instructional attention is given to all content standards and subject areas, including those not assessed.*** Assessments sometimes have unintended consequences–subjects or content not tested often tend to be judged as less significant. This is particularly true when assessment results are used to make decisions related to promotion or graduation. Many of those who teach electives in Wisconsin's public schools (e.g., art, band, physical education, foreign languages, computer science, etc.) fear that when cuts are made, their courses may be the ones that are eliminated simply because they are not assessed by the Department of Public Instruction.

- ***Educators must receive professional development to help them use the results of assessments to improve instruction and learning.*** Because the primary purpose of assessment must be to improve student learning, teachers need to know how to use the results in their day-to-day work. Unfortunately, the State of Wisconsin provides almost no professional development for teachers on ways to use assessment data in order to accomplish this purpose. Districts vary as to the quantity and quality of professional development that is provided.

- ***Testing programs at all levels need to have adequate resources (including time, money, and staff).*** The consequences of poorly designed assessment programs can be devastating for students, parents, teachers, and schools.

The 2001 Elementary and Secondary Education Act represents a significant change in the role of the federal government in U.S. education.

Concerns and Observations About ESEA 2001

The 2001 Elementary and Secondary Education Act represents a significant change in the role of the federal government in U.S. education. Beginning in 2005-2006, this law requires that each state test students annually in reading and mathematics in grades 3-8 and once in grades 10-12. Beginning in 2007-2008, students must be tested in science, at least once in grades 3-5, once in grades 6-8, and once in grades 10-12. States also will be required to test statewide samples of students every other year on tests administered by the National Assessment of Educational Progress (NAEP). Results of NAEP testing will be used as an "external audit" of state-level testing programs.

In addition, states are required to define "proficient" on each test and then to identify the level of improvement that is sufficient each year to demonstrate "Adequate Yearly Progress" (AYP) toward meeting the requirement of having all students proficient in 12 years.

Schools failing to meet AYP are subject to a variety of sanctions, including "corrective action" in the early stages and ultimately "restructuring" beginning after six years (e.g., re-opening as a charter school, privatization, state takeover, or other major changes).

WEAC has the following concerns about the 2001 ESEA:

- ***It is unlikely that the testing requirements of ESEA will improve the education for children.*** In fact, it may cause significant harm because the new ESEA testing requirements will narrow the curriculum and cause teachers to spend excessive time on preparation for taking the machine-scorable, standardized ESEA achievement tests. As a result, other important curriculum, skills, and knowledge will be de-emphasized.

It is unlikely that the testing requirements of ESEA will improve the education for children.

- ***The ESEA violates Wisconsin's history of local control, which gives citizens a significant voice in the way public schools are run.***

- ***ESEA test scores will become the predominant measure used to judge the quality of education offered by public schools and school districts.*** It is probable that everything else that's important in schools will be perceived as less important (including acquiring skills and knowledge in areas not tested, being a good citizen, learning how to get along with others, etc.).

- ***A significant proportion of schools, especially those in poor and urban areas, will be unable to meet the requirements for Adequate Yearly Progress, opening the door to school improvement plans, "reconstitution," and charters.*** This will make it more difficult to attract and retain quality teachers and support staff, even though this is where they are needed most.

- ***One of the eight national goals for education in 1999 called for every school to work with parents to increase parental involvement and participation in the social, emotional, and academic growth of children.*** This goal was considered critical because there is a wealth of research showing that the family is the child's first and most important teacher. Despite this body of research, ESEA seems to assume that the family has almost no role to play in the education of children by holding schools entirely accountable for student success or failure.

- ***ESEA will be a bonanza for the large testing companies because state departments of education (including Wisconsin) will have no choice but to contract for test development, scoring, and reporting with the large private testing companies that dominate the market.*** During the past several years many of these companies have experienced serious problems related to scoring and reporting (errors in the reports themselves, delays in reporting, and delays in developing new tests). Because of the volume of tests that must be developed within a short period of time, we should be concerned about the quality of the products and services that are to be delivered.

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- ***ESEA testing will be a "low stakes" activity for students since they have little or no incentive to do well.*** In contrast, ESEA testing will be "high stakes" for teachers, principals, other school personnel, parents, and community residents because the future of local schools will be at stake.

ESEA testing will be a "low stakes" activity for students since they have little or no incentive to do well.

- ***Each state is required to develop proficiency standards for each content area tested.*** Definitions will vary across states, and state-to-state comparisons should not be made. Nevertheless, comparisons already have been made and are likely to continue.

- ***It is likely that each state will lower its proficiency standards to meet the requirements for Adequate Yearly Progress.*** Proficiency will have to be set at a level that is realistic for all students to attain. This means that one effect of ESEA 2001 may be a "race to the bottom" in which standards are lowered throughout the country. (Note that the Wisconsin Department of Public Instruction intends to redefine proficiency in February 2003, based on testing this fall. This redefinition is necessary for two reasons: (1) testing will take place at the beginning of the school year, not at the end and (2) the purposes of testing are not the same as they were when the current standards were established in 1997). Most certainly, the DPI will be criticized for "lowering" standards.

- ***Beginning in 2002-2003 states will be required to test statewide samples of approximately 2,000 students every other year on NAEP tests in reading and mathematics at grades 4 and 8.*** NAEP tests will serve as an external "audit" to validate the results of state testing programs (e.g., to determine if progress or lack of progress is, in fact, "real"). It is inevitable that the standards for what is proficient will differ between NAEP and the individual states. This will create problems for states because the percent proficient on state tests will most certainly exceed the percent proficient on NAEP.

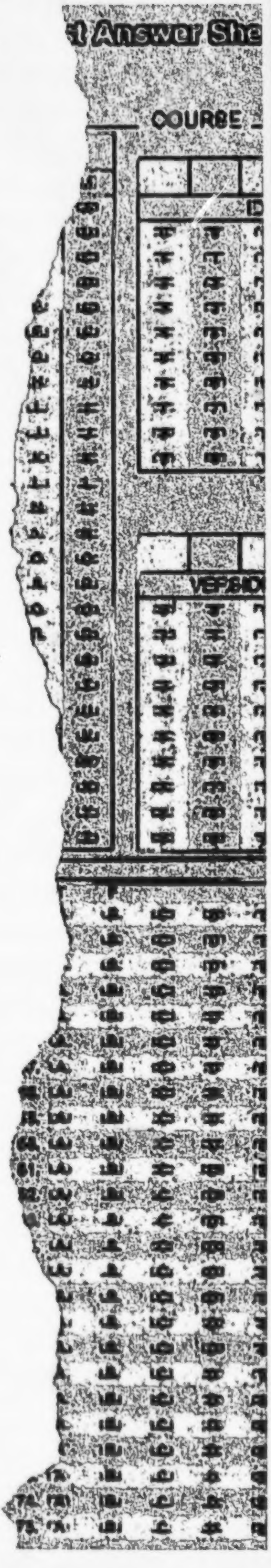
- ***NAEP testing will be a "low stakes" activity for students and schools (largely because the sampling procedures used by NAEP do not allow for student or school reports).*** Because the stakes will be low, test scores may not be valid and reliable. The extent to which the NAEP results can/should be used to validate the results of state testing also is a function of the degree to which the content assessed by NAEP overlaps with the content measured by the state tests. When there is considerable overlap, the use of NAEP tests to validate the results of state testing will be more legitimate than in cases where the state and NAEP tests measure different content domains.

- ***ESEA requires that all state tests be aligned with state standards. However, Wisconsin does not have standards for mathematics and reading at grades 3, 5, 6, and*** 7. These will have to be developed. Furthermore, Wisconsin has 501 standards in English/language arts, mathematics, science, and social studies in grades 4, 8, and 10. This is far too many to test. This number must be reduced.

- ***ESEA requires that 95 percent of students be tested.*** This 95 percent rule holds even if school officials believe that more than 5 percent of its students should be excluded from testing because of special needs or language deficiencies. For example, ESEA requires that Level 3 English Language Learners be tested (these are students who are not yet proficient in English). Many fear that this will force students to take tests before they are ready. Currently, Level 3 students are excluded from state testing in Wisconsin.

- ***Attaining Adequate Yearly Progress will be very difficult for all schools to attain.*** The goal of ESEA, to have 100 percent of students proficient in reading and mathematics in grades 3 through 8 within 12 years is laudable, but not practical. It would be like requiring every student to run a five-minute mile. One hundred percent efficiency in any activity, from business to government, is an unreasonable goal.

In addition, AYP will need to take measurement error into account. It also is probable that schools will demonstrate erratic patterns of change - improving in one year and falling back in the next (or vice versa). What this means is that sustained progress toward meeting the goal of having all students proficient in 12 years is not likely to be the norm. It's also possible to see improvements in some of the subgroup populations, but not in all. The final goal of having 100 percent of all students proficient is unattainable except in very small schools with few students.



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FOOTNOTES

[1] For an explanation of the four levels see "*Understanding Proficiency Scores*," available online at: *http://www.weac.org/resource/1997-98/jan98/proficnt.html*

[2] For example, on the 4th grade mathematics test a student who scores at the 46th percentile (four points below the nationa average – the 50th percentile) is Proficient, whereas a 10th grader who scores at the 57th percentile or less is classified as Minimal Performance. On the 10th grade mathematics test a student must score at the 79th percentile or higher to be classified as Proficient. This compares with 10th grade social studies, in which a student has to score only at the 50th percentile to be Proficient. Likewise, when NAEP results are reported, the public believes that any student who is not at the proficient level or higher is failing! If we really want to use test results to improve teaching and learning, perhaps the setting of these levels should be discontinued. This would require that we look at strengths and weaknesses within a content area, and not just refer to the arbitrary performance levels.

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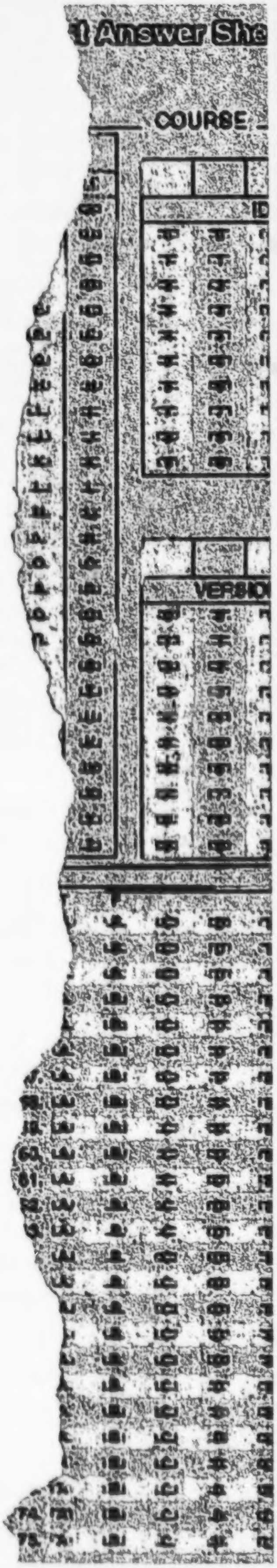

School District	Public School Enrollment	Free & Reduced Lunch	% Of Kids Free & Reduced Lunch	English As A Second Language	% Of English As A Second Language	Public & Non Public Enrollment	Kids With Disabilities	% Of Kids With Disabilities
STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Abbotsford	694	232	33.4%	41	5.9%	739	83	11.2%
Adams-Friendship Area	2,132	1,087	51.0%	*	0.3%	2,132	395	18.5%
Albany	461	52	11.3%	0	0.0%	461	60	13.0%
Algoma	699	131	18.7%	0	0.0%	958	144	15.0%
Alma Center	598	212	35.5%	12	2.0%	598	81	13.5%
Alma	392	95	24.2%	0	0.0%	392	53	13.5%
Almond-Bancroft	540	160	29.6%	10	1.9%	540	76	14.1%
Altoona	1,416	366	25.8%	16	1.1%	1,553	206	13.3%
Amery	1,870	478	25.6%	0	0.0%	1,925	278	14.4%
Antigo	3,022	1,153	38.2%	*	0.2%	3,468	466	13.4%
Appleton Area	14,757	2,929	19.8%	1,249	8.5%	18,530	2,058	11.1%
Arcadia	880	209	23.8%	*	0.8%	1,105	114	10.3%
Argyle	354	52	14.7%	0	0.0%	354	55	15.5%
Arrowhead	2,039	0	0.0%	*	0.2%	2,039	129	6.3%
Ashland	2,277	1,079	47.4%	0	0.0%	2,493	338	13.6%
Ashwaubenon	3,206	323	10.1%	38	1.2%	3,275	495	15.1%
Athens	557	84	15.1%	0	0.0%	732	91	12.4%
Auburndale	916	240	26.2%	0	0.0%	1,000	112	11.2%
Augusta	659	298	45.2%	0	0.0%	689	131	19.0%
Baldwin-Woodville Area	1,357	186	13.7%	10	0.7%	1,446	190	13.1%
Bangor	682	172	25.2%	0	0.0%	769	87	11.3%
Baraboo	3,046	477	15.7%	0	0.0%	3,374	438	13.0%
Barneveld	440	47	10.7%	0	0.0%	440	75	17.0%
Barron Area	1,454	487	33.5%	0	0.0%	1,579	212	13.4%
Bayfield	544	323	59.4%	0	0.0%	544	94	17.3%
Beaver Dam	3,453	725	21.0%	45	1.3%	4,242	528	12.4%
Beecher-Dunbar-Pembine	323	128	39.6%	0	0.0%	426	59	13.8%
Belleville	891	84	9.4%	0	0.0%	897	142	15.8%
Belmont Community	373	75	20.1%	0	0.0%	373	54	14.5%
Beloit	6,967	1,860	26.7%	363	5.2%	7,454	1,361	18.3%
Beloit Turner	1,189	117	9.8%	*	0.1%	1,189	155	13.0%
Benton	302	74	24.5%	0	0.0%	302	49	16.2%
Berlin Area	1,794	1,668	93.0%	64	3.6%	2,019	278	13.8%
Big Foot UHS	540	70	13.0%	*	1.1%	549	77	14.0%
Birchwood	310	114	36.8%	0	0.0%	310	50	16.1%
Black Hawk	576	128	22.2%	0	0.0%	576	83	14.4%

* Less Than Ten Children

School District	Public School Enrollment	Free & Reduced Lunch	% Of Kids Free & Reduced Lunch	English As A Second Language	% Of English As A Second Language	Public & Non Public Enrollment	Kids With Disabilities	% Of Kids With Disabilities
STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Black River Falls	1,942	653	33.6%	*	0.4%	1,942	322	16.6%
Blair-Taylor	735	258	35.1%	0	0.0%	735	112	15.2%
Bloomer	1,082	211	19.5%	0	0.0%	1,320	143	10.8%
Bonduel	871	237	27.2%	*	0.1%	1,092	131	12.0%
Boscobel Area	999	411	41.1%	0	0.0%	999	158	15.8%
Boulder Junction J1	224	58	25.9%	*	1.3%	224	28	12.5%
Bowler	537	193	35.9%	0	0.0%	537	114	21.2%
Boyceville Community	953	317	33.3%	0	0.0%	953	147	15.4%
Brighton #1	187	10	5.3%	0	0.0%	214	21	9.8%
Brillion	866	92	10.6%	0	0.0%	1,113	160	14.4%
Bristol #1	537	31	5.8%	0	0.0%	537	85	15.8%
Brodhead	1,251	209	16.7%	0	0.0%	1,251	201	16.1%
Brown Deer	1,777	222	12.5%	56	3.2%	1,777	156	8.8%
Bruce	626	314	50.2%	0	0.0%	626	106	16.9%
Burlington Area	3,607	657	18.2%	36	1.0%	4,724	487	10.3%
Butternut	228	73	32.0%	0	0.0%	228	47	20.6%
Cadott Community	904	244	27.0%	0	0.0%	965	137	14.2%
Cambria-Friesland	514	102	19.8%	*	0.8%	514	53	10.3%
Cambridge	961	58	6.0%	0	0.0%	1,017	124	12.2%
Cameron	852	224	26.3%	0	0.0%	871	117	13.4%
Campbellsport	1,560	1,545	99.0%	0	0.0%	1,941	225	11.6%
Cashton	576	219	38.0%	0	0.0%	671	83	12.4%
Cassville	356	75	21.1%	0	0.0%	456	57	12.5%
Cedar Grove-Belgium	1,028	56	5.4%	0	0.0%	1,064	122	11.5%
Cedarburg	2,959	60	2.0%	*	0.1%	3,894	323	8.3%
Central/Westosha UHS	1,078	73	6.8%	*	0.3%	1,078	79	7.3%
Chetek	1,095	378	34.5%	0	0.0%	1,095	147	13.4%
Chilton	1,324	209	15.8%	0	0.0%	1,472	198	13.5%
Chippewa Falls Area	4,436	1,051	23.7%	44	1.0%	5,414	620	11.5%
Clayton	397	156	39.3%	0	0.0%	397	74	18.6%
Clear Lake	698	170	24.4%	0	0.0%	709	102	14.4%
Clinton Community	154	182	15.8%	*	0.3%	1,154	189	16.4%
Clintonville	1,606	536	33.4%	34	2.1%	1,891	210	11.1%
Cochrane-Fountain City	767	130	16.9%	0	0.0%	786	96	12.2%
Colby	1,077	289	26.8%	0	0.0%	1,222	126	10.3%
Coleman	800	249	31.1%	*	1.1%	942	153	16.2%

* Less Than Ten Children

School District	Public School Enrollment	Free & Reduced Lunch	% Of Kids Free & Reduced Lunch	English As A Second Language	% Of English As A Second Language	Public & Non Public Enrollment	Kids With Disabilities	% Of Kids With Disabilities
STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Colfax	856	210	24.5%	0	0.0%	856	124	14.5%
Columbus	1,224	153	12.5%	*	0.2%	1,626	184	11.3%
Cornell	567	263	46.4%	0	0.0%	567	90	15.9%
Crandon	1,021	447	43.8%	0	0.0%	1,034	170	16.4%
Crivitz	901	362	40.2%	0	0.0%	901	141	15.6%
Cuba City	771	151	19.6%	0	0.0%	1,057	150	14.2%
Cudahy	2,948	808	27.4%	145	4.9%	3,196	466	14.6%
Cumberland	1,267	328	25.9%	22	1.7%	1,312	188	14.3%
D C Everest Area	5,104	904	17.7%	448	8.8%	5,780	626	10.8%
Darlington Community	881	121	13.7%	0	0.0%	945	108	11.4%
De Forest Area	3,080	296	9.6%	45	1.5%	3,081	414	13.4%
De Pere	2,980	214	7.2%	0	0.0%	3,507	313	8.9%
De Soto Area	608	181	29.8%	0	0.0%	721	73	10.1%
Deerfield Community	760	91	12.0%	0	0.0%	760	123	16.2%
Delavan-Darien	2,723	813	29.9%	331	12.2%	3,251	358	11.0%
Denmark	1,683	128	7.6%	0	0.0%	1,856	273	14.7%
Dodgeland	757	161	21.3%	*	0.7%	911	176	19.3%
Dodgeville	1,286	263	20.5%	*	0.4%	1,524	234	15.4%
Dover #1	97	29	29.9%	0	0.0%	97	10	10.3%
Drummond Area	577	224	38.8%	0	0.0%	577	80	13.9%
Durand	1,561	438	28.1%	0	0.0%	1,483	211	14.2%
East Troy Community	729	114	6.6%	0	0.0%	2,073	178	8.6%
Eau Claire Area	11,106	3,042	27.4%	646	5.8%	12,774	1,429	11.2%
Edgar	679	131	19.3%	0	0.0%	789	98	12.4%
Edgerton	1,890	229	12.1%	26	1.4%	2,080	354	17.0%
Elcho	421	195	46.3%	0	0.0%	421	67	15.9%
Eleva-Strum	676	157	23.2%	*	0.3%	676	104	15.4%
Elk Mound Area	877	148	16.9%	0	0.0%	877	127	14.5%
Elkhart Lake-Glenbeulah	573	56	9.8%	0	0.0%	573	103	18.0%
Elkhorn Area	2,575	294	11.4%	27	1.0%	2,792	305	10.9%
Ellsworth Community	1,817	240	13.2%	0	0.0%	1,959	224	11.4%
Elmbrook	7,449	315	4.2%	148	2.0%	10,960	861	7.9%
Elmwood	386	0	0.0%	0	0.0%	386	38	9.8%
Erin	369	*	1.6%	0	0.0%	369	47	12.7%
Evansville Community	1,574	197	12.5%	0	0.0%	1,574	212	13.5%
Fall Creek	876	177	20.2%	0	0.0%	876	117	13.4%

* Less Than Ten Childre

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STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Fall River	448	46	10.3%	*	0.2%	448	55	12.3%
Fennimore Community	827	192	23.2%	0	0.0%	827	102	12.3%
Flambeau	700	330	47.1%	0	0.0%	700	130	18.6%
Florence	834	260	31.2%	0	0.0%	834	101	12.1%
Fond du Lac	7,271	1,609	22.1%	243	3.3%	9,103	1,167	12.8%
Fontana J8	319	29	9.1%	11	3.4%	319	33	10.3%
Fort Atkinson	2,643	396	15.0%	55	2.1%	3,041	388	12.8%
Fox Point J2	900	52	5.8%	*	0.6%	1,744	89	5.1%
Franklin Public	3,891	376	9.7%	164	4.2%	4,299	431	10.0%
Frederic	583	233	40.0%	0	0.0%	595	79	13.3%
Freedom Area	1,574	130	8.3%	10	0.6%	1,833	213	11.6%
Friess Lake	266	*	2.3%	0	0.0%	328	43	13.1%
Galesville-Ettrick-Trempealeau	1,455	281	19.3%	0	0.0%	1,469	204	13.9%
Geneva J4	136	0	0.0%	0	0.0%	136	8	5.9%
Genoa City J2	594	103	17.3%	*	1.2%	594	73	12.3%
Germantown	3,642	159	4.4%	28	0.8%	4,151	418	10.1%
Gibraltar Area	690	68	9.9%	0	0.0%	690	94	13.6%
Gillett	868	206	23.7%	0	0.0%	868	146	16.8%
Gilman	541	271	50.1%	0	0.0%	541	80	14.8%
Gilmanton	235	92	39.1%	0	0.0%	235	44	18.7%
Glendale-River Hills	1,090	243	22.3%	*	0.8%	1,111	130	11.7%
Glenwood City	869	162	18.6%	10	1.2%	869	137	15.8%
Glidden	267	185	69.3%	0	0.0%	270	30	11.1%
Goodman-Armstrong	214	88	41.1%	*	2.3%	214	26	12.1%
Grafton	2,007	82	4.1%	10	0.5%	2,722	253	9.3%
Granton Area	310	120	38.7%	0	0.0%	493	60	12.2%
Grantsburg	961	335	34.9%	0	0.0%	977	125	12.8%
Green Bay Area	20,320	7,172	35.3%	2,188	10.8%	25,182	3,764	14.9%
Green Lake	360	53	14.7%	0	0.0%	444	55	12.4%
Greendale	2,183	122	5.6%	25	1.1%	3,079	255	8.3%
Greenfield	3,256	658	20.2%	0	0.0%	3,701	336	9.1%
Greenwood	523	159	30.4%	0	0.0%	555	59	10.6%
Hamilton	3,921	231	5.9%	*	0.2%	4,548	378	8.3%
Hartford J1	1,544	243	15.7%	33	2.1%	2,055	275	13.4%
Hartford UHS	1,719	107	6.2%	20	1.2%	1,719	194	11.3%
Hartland-Lakeside J3	1,320	75	5.7%	*	0.6%	1,605	200	12.5%

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STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Hayward Community	1,972	848	43.0%	0	0.0%	2,104	292	13.9%
Herman #22	117	21	17.9%	0	0.0%	142	23	16.2%
Highland	346	52	15.0%	0	0.0%	347	41	11.8%
Hilbert	493	47	9.5%	*	1.0%	720	77	10.7%
Hillsboro	625	154	24.6%	0	0.0%	629	96	15.3%
Holmen	3,005	614	20.4%	142	4.7%	3,005	383	12.7%
Horicon	1,089	162	14.9%	0	0.0%	1,297	199	15.3%
Hortonville	2,764	214	7.7%	52	1.9%	3,493	346	9.9%
Howards Grove	989	23	2.3%	0	0.0%	1,076	115	10.7%
Howard-Suamico	4,462	318	7.1%	56	1.3%	4,864	573	11.8%
Hudson	4,332	272	6.3%	18	0.4%	4,865	669	13.8%
Hurley	778	359	46.1%	0	0.0%	808	110	13.6%
Hustisford	434	61	14.1%	0	0.0%	538	88	16.4%
Independence	332	75	22.6%	0	0.0%	485	52	10.7%
Iola-Scandinavia	822	118	14.4%	0	0.0%	830	69	8.3%
Iowa-Grant	993	231	23.3%	0	0.0%	993	116	11.7%
Ithaca	367	84	22.9%	0	0.0%	367	57	15.5%
Janesville	10,696	2,252	21.1%	227	2.1%	12,109	1,738	14.4%
Jefferson	1715	363	21.2%	33	1.9%	2,088	317	15.2%
Johnson Creek	581	69	11.9%	*	1.0%	582	100	17.2%
Juda	317	88	27.8%	0	0.0%	317	52	16.4%
Kaukauna Area	3,641	402	11.0%	124	3.4%	4,331	522	12.1%
Kenosha	21,028	6,612	31.4%	521	2.5%	23,746	2,863	12.1%
Kettle Moraine	4,236	206	4.9%	*	0.0%	5,356	537	10.0%
Kewaskum	1,926	179	9.3%	0	0.0%	2,216	250	11.3%
Kewaunee	1,160	159	13.7%	*	0.4%	1,349	168	12.5%
Kickapoo Area	449	149	33.2%	0	0.0%	450	67	14.9%
Kiel Area	1,517	154	10.2%	18	1.2%	1,706	200	11.7%
Kimberly Area	3,229	150	4.6%	41	1.3%	3,935	372	9.5%
Kohler	521	27	5.2%	0	0.0%	521	40	7.7%
La Crosse	7,614	2,711	35.6%	607	8.0%	9,785	1,196	12.2%
La Farge	299	122	40.8%	0	0.0%	302	59	19.5%
Lac du Flambeau #1	502	389	77.5%	0	0.0%	502	92	18.3%
Ladysmith-Hawkins	1,148	479	41.7%	*	0.1%	1,255	166	13.2%
Lake Country	492	19	3.9%	0	0.0%	1,532	54	3.5%
Lake Geneva J1	1,636	552	33.7%	179	10.9%	2,056	193	9.4%

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STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Lake Geneva-Genoa City UHS	1,094	143	13.1%	53	4.8%	1,118	80	7.2%
Lake Holcombe	488	189	38.7%	0	0.0%	488	103	21.1%
Lake Mills Area	1,285	157	12.2%	36	2.8%	1,928	178	9.2%
Lakeland UHS	967	265	27.4%	0	0.0%	967	157	16.2%
Lancaster Community	1,111	254	22.9%	0	0.0%	1,212	202	16.7%
Laona	295	NA	NA	0	0.0%	295	45	15.3%
Lena	459	116	25.3%	0	0.0%	520	87	16.7%
Linn J4	108	14	13.0%	0	0.0%	108	20	18.5%
Linn J6	122	10	8.2%	0	0.0%	122	15	12.3%
Little Chute Area	1,546	204	13.2%	76	4.9%	2,006	185	9.2%
Lodi	1,641	140	8.5%	0	0.0%	1,670	227	13.6%
Lomira	1,111	124	11.2%	*	0.3%	1,350	159	11.8%
Loyal	641	261	40.7%	0	0.0%	702	89	12.7%
Luck	658	205	31.2%	0	0.0%	658	90	13.7%
Luxemburg-Casco	1,886	129	6.8%	0	0.0%	2,173	283	13.0%
Madison Metropolitan	25,291	7,358	29.1%	2,431	9.6%	29,266	4,568	15.6%
Manawa	913	193	21.1%	*	0.4%	1,042	129	12.4%
Manitowoc	5,518	689	12.5%	395	7.2%	7,506	619	8.2%
Maple Dale-Indian Hill	607	33	5.4%	12	2.0%	1,856	77	4.1%
Maple	1,396	406	29.1%	0	0.0%	1,396	162	11.6%
Marathon City	691	53	7.7%	0	0.0%	933	79	8.5%
Marinette	2,609	594	22.8%	0	0.0%	2,923	344	11.8%
Marion	641	189	29.5%	0	0.0%	641	89	13.9%
Markesan	948	170	17.9%	0	0.0%	983	147	15.0%
Marshall	1,200	248	20.7%	86	7.2%	1,202	223	18.6%
Marshfield	4,108	518	12.6%	*	0.1%	5,002	542	10.8%
Mauston	1,617	597	36.9%	21	1.3%	1,798	258	14.3%
Mayville	1,228	140	11.4%	0	0.0%	1,607	207	12.9%
McFarland	1,869	92	4.9%	28	1.5%	1,871	294	15.7%
Medford Area	2,378	490	20.6%	13	0.5%	2,675	275	10.3%
Mellen	315	109	34.6%	0	0.0%	322	62	19.3%
Melrose-Mindoro	737	165	22.4%	0	0.0%	737	88	11.9%
Menasha	3,677	813	22.1%	340	9.2%	4,286	501	11.7%
Menominee Indian	993	806	81.2%	0	0.0%	993	282	28.4%
Menomonee Falls	4,222	333	7.9%	37	0.9%	5,838	545	9.3%
Menomonie Area	3,330	1,081	32.5%	181	5.4%	3,714	466	12.5%

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STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Mequon-Thiensville	4,140	141	3.4%	29	0.7%	5,008	388	7.7%
Mercer	228	64	28.1%	0	0.0%	228	37	16.2%
Merrill Area	3,393	987	29.1%	22	0.6%	4,021	451	11.2%
Merton Community	840	24	2.9%	0	0.0%	840	66	7.9%
Middleton-Cross Plains	5,224	525	10.0%	*	0.1%	5,513	721	13.1%
Milton	2,931	331	11.3%	15	0.5%	3,062	321	10.5%
Milwaukee	92,807	70,024	75.5%	7,550	8.1%	123,219	16,030	13.0%
Mineral Point	863	97	11.2%	0	0.0%	863	93	10.8%
Minocqua J1	636	0	0.0%	0	0.0%	727	100	13.8%
Mishicot	1,102	177	16.1%	0	0.0%	1,311	187	14.3%
Mondovi	1,118	328	29.3%	0	0.0%	1,118	160	14.3%
Monona Grove	2,762	250	9.1%	15	0.5%	2,960	362	12.2%
Monroe	2,665	521	19.5%	22	0.8%	2,757	493	17.9%
Montello	822	240	29.2%	0	0.0%	900	125	13.9%
Monticello	430	41	9.5%	0	0.0%	430	41	9.5%
Mosinee	2,041	305	14.9%	0	0.0%	2,192	301	13.7%
Mount Horeb Area	1,983	179	9.0%	0	0.0%	1,986	217	10.9%
Mukwonago	5,056	202	4.0%	*	0.1%	5,697	646	11.3%
Muskego-Norway	4,583	209	4.6%	0	0.0%	5,098	550	10.8%
Necedah Area	749	378	50.5%	0	0.0%	849	109	12.8%
Neenah	6,595	711	10.8%	105	1.6%	7,942	909	11.4%
Neillsville	1,253	440	35.1%	*	0.2%	1,336	202	15.1%
Nekoosa	1,543	388	25.1%	17	1.1%	1,621	217	13.4%
Neosho J3	187	20	10.7%	0	0.0%	223	36	16.1%
New Auburn	334	134	40.1%	0	0.0%	334	80	24.0%
New Berlin	4,616	218	4.7%	82	1.8%	5,319	622	11.7%
New Glarus	752	59	7.8%	*	0.3%	777	106	13.6%
New Holstein	1,242	170	13.7%	*	0.7%	1,812	184	10.2%
New Lisbon	705	257	36.5%	0	0.0%	705	93	13.2%
New London	2,538	463	18.2%	37	1.5%	2,960	314	10.6%
New Richmond	2,420	340	14.0%	0	0.0%	2,546	321	12.6%
Niagara	562	162	28.8%	0	0.0%	562	67	11.9%
Nicolet UHS	1,415	89	6.3%	16	1.1%	1,415	139	9.8%
Norris	85	59	69.4%	0	0.0%	85	43	50.6%
North Cape	198		0.0%	0	0.0%	198	25	12.6%
North Crawford	613	194	31.6%	0	0.0%	613	82	13.4%

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STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
North Fond du Lac	1,224	204	16.7%	16	1.3%	1,447	194	13.4%
North Lake	394	NA	NA	0	0.0%	394	39	9.9%
Northern Ozaukee	900	58	6.4%	0	0.0%	982	109	11.1%
Northland Pines	1,586	403	25.4%	0	0.0%	1,728	194	11.2%
Northwood	406	206	50.7%	0	0.0%	406	79	19.5%
Norwalk-Ontario-Wilton	687	179	26.1%	28	4.1%	710	110	15.5%
Norway J7	146	20	13.7%	0	0.0%	146	19	13.0%
Oak Creek-Franklin	4,816	557	11.6%	96	2.0%	5,451	590	10.8%
Oakfield	661	61	9.2%	0	0.0%	720	72	10.0%
Oconomowoc Area	4,086	252	6.2%	16	0.4%	5,110	670	13.1%
Oconto Falls	1,951	392	20.1%	0	0.0%	2,001	337	16.8%
Oconto	1,364	291	21.3%	0	0.0%	1,364	233	17.1%
Omro	1,235	NA	NA	34	2.8%	1,235	202	16.4%
Onalaska	2,767	411	14.9%	50	1.8%	3,356	280	8.3%
Oostburg	970	57	5.9%	0	0.0%	1,132	99	8.7%
Oregon	3,476	212	6.1%	21	0.6%	3,480	451	13.0%
Osceola	1,734	189	10.9%	0	0.0%	1,734	188	10.8%
Oshkosh Area	10,638	2,361	22.2%	495	4.7%	12,255	1,559	12.7%
Osseo-Fairchild	1,001	310	31.0%	0	0.0%	1,001	157	15.7%
Owen-Withee	621	216	34.8%	*	1.0%	685	102	14.9%
Palmyra-Eagle Area	1,179	165	14.0%	30	2.5%	1,179	153	13.0%
Pardeeville Area	948	170	17.9%	0	0.0%	974	135	13.9%
Paris J1	226	*	3.1%	0	0.0%	275	29	10.5%
Park Falls	891	216	24.2%	0	0.0%	1,002	124	12.4%
Parkview	1,123	174	15.5%	0	0.0%	1,124	209	18.6%
Pecatonica Area	512	35	6.8%	0	0.0%	512	87	17.0%
Pepin Area	312	NA	NA	0	0.0%	312	51	16.3%
Peshtigo	1,129	298	26.4%	0	0.0%	1,290	168	13.0%
Pewaukee	2,115	102	4.8%	0	0.0%	2,422	280	11.6%
Phelps	179	41	22.9%	0	0.0%	179	19	10.6%
Phillips	1,152	334	29.0%	0	0.0%	1,168	109	9.3%
Pittsville	817	247	30.2%	0	0.0%	817	87	10.6%
Platteville	1,651	436	26.4%	18	1.1%	1,761	252	14.3%
Plum City	395	57	14.4%	0	0.0%	433	59	13.6%
Plymouth	2,500	278	11.1%	*	0.3%	3,013	360	11.9%
Port Edwards	524	NA	NA	28	5.3%	525	60	11.4%

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STATE OF WISCONSIN	*871,190*	*230,458*	*26.5%*	*29,263*	*3.4%*	*1,020,077*	*126,156*	*12.4%*
Port Washington-Saukville	2,667	279	10.5%	14	0.5%	3,087	361	11.7%
Portage Community	2,542	623	24.5%	*	0.3%	2,837	395	13.9%
Potosi	409	73	17.8%	0	0.0%	486	80	16.5%
Poynette	1,075	86	8.0%	0	0.0%	1,075	127	11.8%
Prairie du Chien Area	1,251	348	27.8%	0	0.0%	1,688	232	13.7%
Prairie Farm	362	95	26.2%	0	0.0%	362	49	13.5%
Prentice	540	174	32.2%	0	0.0%	540	60	11.1%
Prescott	1,173	135	11.5%	0	0.0%	1,360	169	12.4%
Princeton	471	112	23.8%	0	0.0%	623	72	11.6%
Pulaski Community	3,404	420	12.3%	*	0.1%	3,581	481	13.4%
Racine	21,045	6,813	32.4%	1,163	5.5%	25,997	3,519	13.5%
Randall J1	708	25	3.5%	0	0.0%	708	76	10.7%
Randolph	492	97	19.7%	35	7.1%	660	87	13.2%
Random Lake	1,039	NA	NA	*	0.4%	1,263	173	13.7%
Raymond #14	395	31	7.8%	0	0.0%	395	63	15.9%
Reedsburg	2,449	592	24.2%	*	0.2%	2,860	394	13.8%
Reedsville	720	67	9.3%	0	0.0%	1,014	116	11.4%
Rhinelander	3,268	1,083	33.1%	0	0.0%	3,649	375	10.3%
Rib Lake	546	119	21.8%	0	0.0%	546	75	13.7%
Rice Lake Area	2,742	589	21.5%	*	0.0%	2,922	396	13.6%
Richfield J1	339	10	2.9%	0	0.0%	611	45	7.4%
Richland	1,588	390	24.6%	0	0.0%	1,863	320	17.2%
Richmond	404	*	0.5%	0	0.0%	404	50	12.4%
Rio Community	557	96	17.2%	*	0.7%	557	92	16.5%
Ripon	1,687	269	15.9%	0	0.0%	1,757	237	13.5%
River Falls	2,888	-	0.0%	*	0.3%	3,196	341	10.7%
River Ridge	664	220	33.1%	*	0.2%	729	84	11.5%
River Valley	1,526	266	17.4%	0	0.0%	1,716	270	15.7%
Riverdale	909	317	34.9%	0	0.0%	909	162	17.8%
Rosendale-Brandon	1,029	111	10.8%	0	0.0%	1,029	112	10.9%
Rosholt	775	137	17.7%	*	0.3%	814	95	11.7%
Royall	681	184	27.0%	0	0.0%	701	133	19.0%
Rubicon J6	153	*	5.2%	0	0.0%	153	20	13.1%
Saint Croix Central	996	88	8.8%	0	0.0%	996	138	13.9%
Saint Croix Falls	1,081	196	18.1%	0	0.0%	1,178	149	12.6%
Saint Francis	1,443	286	19.8%	0	0.0%	2,203	176	8.0%

* Less Than Ten Children

School District	Public School Enrollment	Free & Reduced Lunch	% Of Kids Free & Reduced Lunch	English As A Second Language	% Of English As A Second Language	Public & Non Public Enrollment	Kids With Disabilities	% Of Kids With Disabilities
STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Salem J2	1,137	153	13.5%	18	1.6%	1,137	125	11.0%
Sauk Prairie	2,626	466	17.7%	90	3.4%	2,784	422	15.2%
Seneca	349	110	31.5%	0	0.0%	353	49	13.9%
Sevastopol	630	97	15.4%	0	0.0%	732	83	11.3%
Seymour Community	2,443	NA	NA	*	0.2%	2,553	317	12.4%
Sharon J11	292	95	32.5%	20	6.8%	292	64	21.9%
Shawano-Gresham	3,001	844	28.1%	14	0.5%	3,502	474	13.5%
Sheboygan Area	10,504	2,869	27.3%	1,769	16.8%	12,302	1,528	12.4%
Sheboygan Falls	1,712	158	9.2%	0	0.0%	1,846	183	9.9%
Shell Lake	572	228	39.9%	0	0.0%	575	93	16.2%
Shiocton	860	135	15.7%	*	0.5%	860	119	13.8%
Shorewood	2,201	224	10.2%	200	9.1%	2,551	173	6.8%
Shullsburg	411	90	21.9%	0	0.0%	411	73	17.8%
Silver Lake J1	626	98	15.7%	0	0.0%	626	107	17.1%
Siren	507	281	55.4%	0	0.0%	508	90	17.7%
Slinger	2,845	156	5.5%	*	0.2%	2,958	313	10.6%
Solon Springs	383	163	42.6%	0	0.0%	383	78	20.4%
Somerset	1,172	119	10.2%	10	0.9%	1,331	136	10.2%
South Milwaukee	3,596	1,036	28.8%	155	4.3%	4,236	418	9.9%
South Shore	239	115	48.1%	0	0.0%	239	45	18.8%
Southern Door	1,330	219	16.5%	*	0.1%	1,330	192	14.4%
Southwestern Wisconsin	617	117	19.0%	0	0.0%	765	90	11.8%
Sparta Area	2,773	1,007	36.3%	29	1.0%	3,027	404	13.3%
Spencer	865	126	14.6%	0	0.0%	865	89	10.3%
Spooner	1,638	465	28.4%	0	0.0%	1,718	235	13.7%
Spring Valley	744	130	17.5%	0	0.0%	744	118	15.9%
Stanley-Boyd Area	1,038	435	41.9%	0	0.0%	1,181	170	14.4%
Stevens Point Area	7,762	1,645	21.2%	413	5.3%	9,121	962	10.5%
Stockbridge	270	24	8.9%	0	0.0%	270	29	10.7%
Stone Bank	315	*	0.6%	*	1.3%	315	36	11.4%
Stoughton Area	3,637	382	10.5%	25	0.7%	3,976	665	16.7%
Stratford	757	120	15.9%	0	0.0%	885	86	9.7%
Sturgeon Bay	1,443	292	20.2%	*	0.1%	1,772	202	11.4%
Sun Prairie Area	4,931	712	14.4%	148	3.0%	5,510	716	13.0%
Superior	5,059	2,134	42.2%	32	0.6%	5,555	634	11.4%
Suring	650	226	34.8%	0	0.0%	731	129	17.6%

Less Than Ten Children

School District	Public School Enrollment	Free & Reduced Lunch	% Of Kids Free & Reduced Lunch	English As A Second Language	% Of English As A Second Language	Public & Non Public Enrollment	Kids With Disabilities	% Of Kids With Disabilitie
STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Swallow	359	*	0.6%	0	0.0%	362	26	7.2%
Thorp	599	304	50.8%	0	0.0%	836	89	10.6%
Three Lakes	762	134	17.6%	0	0.0%	762	109	14.3%
Tigerton	407	137	33.7%	0	0.0%	407	80	19.7%
Tomah Area	3,107	891	28.7%	0	0.0%	3,590	387	10.8%
Tomahawk	1,700	380	22.4%	0	0.0%	1,820	194	10.7%
Tomorrow River	872	137	15.7%	0	0.0%	872	118	13.5%
Trevor Grade	369	121	32.8%	0	0.0%	369	66	17.9%
Tri-County Area	860	287	33.4%	18	2.1%	860	129	15.0%
Turtle Lake	634	214	33.8%	0	0.0%	634	82	12.9%
Twin Lakes #4	389	78	20.1%	12	3.1%	389	66	17.0%
Two Rivers	2,179	501	23.0%	81	3.7%	2,522	314	12.5%
Union Grove J1	604	64	10.6%	0	0.0%	770	89	11.6%
Union Grove UHS	668	26	3.9%	0	0.0%	668	89	13.3%
Unity	1,150	448	39.0%	0	0.0%	1,150	170	14.8%
Valders Area	1,136	99	8.7%	*	0.4%	1,401	150	10.7%
Verona Area	4,339	668	15.4%	94	2.2%	4,342	547	12.6%
Viroqua Area	1,303	432	33.2%	*	0.2%	1,494	205	13.7%
Wabeno Area	623	286	45.9%	0	0.0%	623	115	18.5%
Walworth J1	528	99	18.8%	28	5.3%	554	59	10.6%
Washburn	769	194	25.2%	0	0.0%	856	86	10.0%
Washington	115	0	0.0%	0	0.0%	115	17	14.8%
Washington-Caldwell	223	*	2.7%	0	0.0%	223	35	15.7%
Waterford Graded J1	1,469	100	6.8%	*	0.1%	1,864	189	10.1%
Waterford UHS	1,020	30	2.9%	0	0.0%	1,020	93	9.1%
Waterloo	884	125	14.1%	39	4.4%	1,094	142	13.0%
Watertown	3,737	802	21.5%	50	1.3%	5,952	646	10.9%
Waukesha	12,769	1,905	14.9%	742	5.8%	15,701	1,716	10.9%
Waunakee Community	2,902	93	3.2%	14	0.5%	3,315	377	11.4%
Waupaca	2,695	627	23.3%	*	0.3%	2,873	322	11.2%
Waupun	2,358	442	18.7%	0	0.0%	2,786	368	13.2%
Wausau	8,943	2,742	30.7%	1,572	17.6%	10,624	1,153	10.9%
Wausaukee	750	353	47.1%	0	0.0%	757	117	15.5%
Wautoma Area	1,630	624	38.3%	189	11.6%	1,681	197	11.7%
Wauwatosa	7,091	562	7.9%	161	2.3%	9,408	698	7.4%
Wauzeka-Steuben	351	152	43.3%	0	0.0%	351	65	18.5%

* Less Than Ten Childre

School District	Public School Enrollment	Free & Reduced Lunch	% Of Kids Free & Reduced Lunch	English As A Second Language	% Of English As A Second Language	Public & Non Public Enrollment	Kids With Disabilities	% Of Kids With Disabilities
STATE OF WISCONSIN	871,190	230,458	26.5%	29,263	3.4%	1,020,077	126,156	12.4%
Webster	764	400	52.4%	0	0.0%	764	141	18.5%
West Allis	8,820	2,106	23.9%	0	0.0%	10,849	1,267	11.7%
West Bend	6,759	898	13.3%	89	1.3%	9,063	814	9.0%
West De Pere	1,916	381	19.9%	*	0.2%	2,340	245	10.5%
West Salem	1,541	254	16.5%	11	0.7%	1,829	173	9.5%
Westby Area	1,186	293	24.7%	0	0.0%	1,268	142	11.2%
Westfield	1,346	530	39.4%	0	0.0%	1,348	260	19.3%
Weston	393	87	22.1%	0	0.0%	426	65	15.3%
Weyauwega-Fremont	1,124	233	20.7%	0	0.0%	1,328	168	12.7%
Weyerhaeuser Area	260	126	48.5%	0	0.0%	260	45	17.3%
Wheatland J1	513	130	25.3%	0	0.0%	592	88	14.9%
White Lake	277	171	61.7%	0	0.0%	309	46	14.9%
Whitefish Bay	2,865	NA	NA	54	1.9%	3,961	196	4.9%
Whitehall	763	183	24.0%	0	0.0%	807	87	10.8%
Whitewater	2,107	494	23.4%	190	9.0%	2,160	267	12.4%
Whitnall	2,537	231	9.1%	85	3.4%	4,058	273	6.7%
Wild Rose	771	252	32.7%	*	0.3%	773	88	11.4%
Williams Bay	527	55	10.4%	0	0.0%	745	58	7.8%
Wilmot Grade	150	20	13.3%	0	0.0%	150	18	12.0%
Wilmot UHS	1,057	119	11.3%	*	0.1%	1,057	147	13.9%
Winneconne Community	1,635	151	9.2%	0	0.0%	1,635	217	13.3%
Winter	406	198	48.8%	0	0.0%	406	84	20.7%
Wisconsin Dells	1,735	458	26.4%	13	0.7%	1,847	260	14.1%
Wisconsin Heights	1,190	124	10.4%	0	0.0%	1,194	182	15.2%
Wisconsin Rapids	6,212	1,451	23.4%	292	4.7%	7,175	844	11.8%
Wittenberg-Birnamwood	1,432	469	32.8%	0	0.0%	1,513	183	12.1%
Wonewoc-Union Center	402	144	35.8%	0	0.0%	493	65	13.2%
Woodruff J1	599	149	24.9%	*	0.3%	599	79	13.2%
Wrightstown Community	1,005	156	15.5%	0	0.0%	1,321	159	12.0%
Yorkville J2	373	NA	NA	0	0.0%	373	45	12.1%

* Less Than Ten Children

County	2000 Child Population	January 2002 SSI	January 2002 SSI per 1,000	2001 Child MA	2001 Child MA per 1,000	2001 Birth to Three	2001 Birth to Three %	2002 % Immunization
STATE OF WISCONSIN	1,368,756	14,340	10.48	292,584	213.8	5,212	2.6%	96.70
Adams County	3,883	15	3.86	1,390	358.0	13	2.6%	99.30
Ashland County	4,284	52	12.14	1,813	423.2	10	1.6%	99.50
Barron County	11,380	110	9.67	2,584	227.1	38	2.6%	99.50
Bayfield County	3,700	35	9.46	1,215	328.4	*	1.4%	98.40
Brown County	59,123	436	7.37	9,702	164.1	185	2.0%	97.50
Buffalo County	3,461	17	4.91	632	182.6	*	2.0%	99.50
Burnett County	3,465	49	14.14	1,078	311.1	18	4.2%	98.80
Calumet County	11,619	36	3.10	959	82.5	87	5.8%	98.90
Chippewa County	14,602	123	8.42	2,989	204.7	69	3.5%	99.60
Clark County	10,038	64	6.38	1,625	161.9	25	1.6%	99.40
Columbia County	13,221	83	6.28	1,533	116.0	34	1.8%	98.90
Crawford County	4,512	33	7.31	892	197.7	11	1.9%	99.70
Dane County	96,255	903	9.38	13,551	140.8	287	1.8%	98.50
Dodge County	21,263	79	3.72	2,509	118.0	54	1.9%	99.60
Door County	6,172	22	3.56	925	149.9	25	3.4%	99.80
Douglas County	10,202	167	16.37	2,897	284.0	38	2.6%	98.90
Dunn County	9,305	74	7.95	2,079	223.4	44	3.2%	99.30
Eau Claire County	21,820	221	10.13	4,577	209.8	107	3.3%	96.60
Florence County	1,164	10	8.59	289	248.3	*	0.8%	99.30
Fond du Lac County	24,489	161	6.57	3,468	141.6	88	2.5%	99.80
Forest County	2,536	25	9.86	759	299.3	16	5.0%	97.70
Grant County	11,768	101	8.58	1,735	147.4	29	1.9%	99.40
Green County	8,908	31	3.48	1,277	143.4	24	2.1%	99.30
Green Lake County	4,614	31	6.72	831	180.1	10	1.5%	99.40
Iowa County	6,171	26	4.21	743	120.4	13	1.5%	99.50
Iron County	1,334	15	11.24	400	299.9	*	6.3%	99.40
Jackson County	4,603	33	7.17	1,103	239.6	24	3.8%	99.80
Jefferson County	18,657	116	6.22	2,036	109.1	87	3.2%	99.00
Juneau County	6,182	68	11.00	1,382	223.6	12	1.4%	99.30
Kenosha County	40,502	447	11.04	9,132	225.5	133	2.1%	97.60
Kewaunee County	5,217	28	5.37	587	112.5	16	2.3%	97.90
La Crosse County	25,261	244	9.66	4,656	184.3	73	2.0%	99.20
Lafayette County	4,389	15	3.42	563	128.3	*	1.4%	99.80
Langlade County	5,057	48	9.49	1,328	262.6	24	3.7%	99.20
Lincoln County	7,541	53	7.03	1,188	157.5	18	2.0%	98.80
Manitowoc County	21,101	156	7.39	2,776	131.6	116	4.3%	99.50

* Less Than Ten Childre

County	2000 Child Population	January 2002 SSI	January 2002 SSI per 1,000	2001 Child MA	2001 Child MA per 1,000	2001 Birth to Three	2001 Birth to Three %	2002 % Immunizations
STATE OF WISCONSIN	1,368,756	14,340	10.48	292,584	213.8	5,212	2.6%	96.70
Marathon County	33,716	261	7.74	5,799	172.0	81	1.8%	98.80
Marinette County	10,201	94	9.21	2,171	212.8	26	2.0%	99.40
Marquette County	3,335	10	3.00	739	221.6	*	1.3%	99.50
Menominee County	1,776	27	15.20	886	498.9	*	2.2%	97.10
Milwaukee County	247,825	6,211	25.06	107,479	433.7	1,419	3.2%	87.40
Monroe County	11,498	107	9.31	2,446	212.7	25	1.5%	98.90
Oconto County	9,160	60	6.55	1,480	161.6	20	1.8%	99.30
Oneida County	8,203	74	9.02	2,296	279.9	45	4.7%	99.20
Outagamie County	44,527	203	4.56	4,025	90.4	166	2.5%	98.50
Ozaukee County	21,931	26	1.19	867	39.5	89	3.3%	99.40
Pepin County	1,909	12	6.29	309	161.9	*	1.6%	100.00
Pierce County	8,997	32	3.56	848	94.3	23	1.9%	99.20
Polk County	10,835	62	5.72	1,984	183.1	58	4.3%	98.40
Portage County	16,177	88	5.44	2,609	161.3	34	1.5%	99.70
Price County	3,770	28	7.43	1,091	289.4	*	1.0%	99.70
Racine County	50,951	788	15.47	10,887	213.7	191	2.5%	98.20
Richland County	4,512	31	6.87	904	200.4	*	1.2%	99.60
Rock County	40,366	520	12.88	9,119	225.9	121	2.0%	96.20
Rusk County	3,803	55	14.46	1,128	296.6	11	2.3%	99.80
St. Croix County	17,617	36	2.04	1,394	79.1	64	2.5%	99.50
Sauk County	14,371	101	7.03	2,137	148.7	35	1.6%	98.80
Sawyer County	3,901	43	11.02	1,539	394.5	13	2.6%	96.80
Shawano County	10,433	59	5.66	1,835	175.9	29	2.1%	98.60
Sheboygan County	28,775	160	5.56	3,617	125.7	109	2.7%	99.40
Taylor County	5,332	15	2.81	1,041	195.2	18	2.6%	99.50
Trempealeau County	6,844	42	6.14	1,246	182.1	14	1.5%	
Vernon County	7,696	39	5.07	1,254	162.9	19	1.7%	99.10
Vilas County	4,345	30	6.90	789	181.6	16	3.2%	99.20
Walworth County	22,654	95	4.19	2,941	129.8	67	2.1%	99.10
Washburn County	3,815	35	9.17	1,182	309.8	14	3.0%	99.30
Washington County	31,330	74	2.36	2,322	74.1	98	2.2%	98.90
Waukesha County	94,903	213	2.24	4,558	48.0	401	3.2%	98.90
Waupaca County	13,277	102	7.68	1,763	132.8	49	2.8%	99.30
Waushara County	5,444	41	7.53	1,313	241.2	*	0.9%	98.90
Winnebago County	37,343	314	8.41	5,296	141.8	132	2.4%	98.60
Wood County	19,385	125	6.45	3,805	196.3	35	1.3%	99.20

Less Than Ten Children

School District Data

Public School Enrollment 2002

Data are from the Wisconsin Department of Public Instruction, web address: *www.dpi.state.wi.us*

School Lunch Data 2002

Data for school lunch are from unpublished reports from the Wisconsin Department of Public Instruction, Bureau for Food and Nutritional Services. Eligibility for both free and reduced-price lunc is determined by an application process in which students or their parents show annual household income to be at or below 185% of the federal poverty line. Students from households earning between 130-185% of the poverty line qualify for reduced-price meals. Students from households below 130% qualify for free meals. (See poverty chart for 2002 at the end of this section)

School lunch eligibility is the best measurement available to estimate the percentage of low-income children in each school district. A limitation to these percentages is that there are an unknown number of students who do not apply for the program, but who would otherwise be eligible. Therefore, percentages of eligible students may underestimate the actual percentage of low-income students in each district.

English as a Second Language (ESL) Students 2002

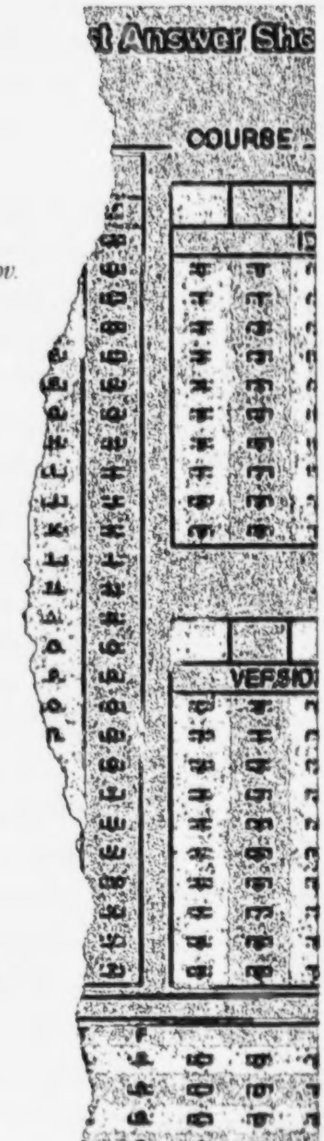
Data are from unpublished reports provided by the Department of Public Instruction. According to DPI, "The purpose of Wisconsin's Bilingual/English as a Second Language (ESL) programs is to assist children who are English language learners with learning English and succeeding academically within our public schools. These are children who typically come from families where another language is spoken at home. While these students usually acquire conversational English skills fairly rapidly (within one to two years), we often see the same students, known as English language learners, struggle with the more difficult task of mastering the academic or "school language" necessary to reach full literacy in English and grade level success in math, science, social studies, language arts, and all other classes. This latter process of acquiring academic English takes four to seven years for the average English learner."

Public/Non Public School Enrollment 2002

Data by school district are from unpublished reports provided by the Department of Public Instructio

Students in Special Education Programs 2002

Students with disabilities are the number of students identified on the December 1 Federal Child Coun as being students with disabilities for whom the district has educational responsibility. The percentage of students with disabilities was determined by dividing the total number of students with disabilities b the total public and private enrollment for the district. Data are from Enrollment Reports, Department of Public Instruction: www2.dpi.state.wi.us/leareports



ounty Data

hild Population 2000

ata are from the U.S. Bureau of the Census, Population Estimates Program. Web address: *www.census.gov.*

hildren Receiving Social Security Income Benefits (SSI)

ata are from January 2002 and represent a point in time reference of children receiving SSI in isconsin by County. Data are from unpublished reports by the Department of Health and Family ervices, Division of Supportive Living.

hild Medicaid Recipients (per 1,000 children)

hese data provide a snapshot of Medicaid eligibility as of December 31, 2001. Data provided by the isconsin Department of Health and Family Services, Division of Health. State totals include recipients hose eligibility may have been determined by an agency other than the county (tribal agencies). herefore, the state total is larger that the cumulative county totals.

hildren Participating In Birth-to-Three Program (per 1,000 children) 2001

his program provides services for children from birth up to their third birthday. Transitional services re available for some 3- year-olds, but they are not included in program participation counts. These re unpublished data from the Wisconsin Department of Health and Family Services, Bureau of evelopmental Disabilities, Birth-to-Three Program. Rates were developed using the estimated population f children ages 0 to 3 for 2001.

chool Children Meeting Immunization Requirements (%) 2002

ata are from the (1) *Public Health Profiles – Wisconsin,* Wisconsin Department of Health and Family ervices, Division of Health, Center for Health Statistics and (2) *School Assessment Data by County,* isconsin Department of Health and Social Services, Bureau of Public Health, Immunization Program.

ederal Poverty Levels 2002

2002 FEDERAL POVERTY LEVELS

Group Size	Hourly*	Annual	Monthly**					
			100%	115%	130%	150%	185%	200%
One	$4.26	$8,860	$738	$849	$959	$1,107	$1,365	$1,476
Two	$5.74	$11,940	$995	$1,144	$1,294	$1,493	$1,841	$1,990
Three	$7.22	$15,020	1,252	$1,440	$1,628	$1,878	$2,316	$2,504
Four	$8.70	$18,100	$1,508	$1,734	$1,960	$2,262	$2,790	$3,016
Five	$10.18	$21,180	$1,765	$2,030	$2,295	$2,648	$3,265	$3,530
Six	$11.66	$24,260	$2,022	$2,325	$2,629	$3,033	$3,741	$4,044
For each add'l person, add:	$1.48	$3,080	$257	$296	$334	$386	$475	$514

assumes a full-time job for a full year (2,080 hours) ** rounded to nearest dollar

ote: Significance of Indicated Poverty Guidelines:
115% is the maximum income level for participation in W-2.
130% is the maximum income for the food stamp program.
150% is the income level at which premiums are first required for BadgerCare.
185% is the maximum income level for entering the child care, Healthy Start and BadgerCare programs.

ABOUT THE COUNCIL

WISCONSIN COUNCIL ON
CHILDREN
&FAMILIES
The Voice For Wisconsin's Children

The Wisconsin Council on Children and Families serves as Wisconsin's leading voice of, and premiere advocate fo children throughout the state.

Emphasizing the core values of fairness, caring, and community, the Council conducts a variety of advocacy activitie including organizing expert research, educating the public supporting key issues and legislation, and coordinating grassroots activity in communities all across Wisconsin.

In addition to publishing the *WisKids Count Data Book* – which seeks to enrich local, state, and national discussion concerning ways to secure better futures for all children – the Council accomplishes its advocacy through several publications; educational conferences throughout the state; and key projects like the Better Badger Baby Bus Tour, W-2 Watch, the Wisconsin Budget Project, and Advocacy Camp among others.

www.wccf.org

MISSION STATEMENT

The Wisconsin Council on Children and Families is a statewide, multi-issue child advocacy organization. It works to improve the well being of children and families by advocating for effective health, education, justice and human service programs that are accessible and equitable for children.

WISCONSIN COUNCIL ON
CHILDREN
&FAMILIES
The Voice For Wisconsin's Children

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